DOCUMENT RESUME

ED 376 672 EC 303 502

AUTHOR	Johnson, David R.; And Others
TITLE	Transition Strategies That Work: Profiles of Successful High School Transition Programs.
INSTITUTION	Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS AGENCY	Minnesota State Dept. of Education, St. Paul. Interagency Office on Transition Services.
PUB DATE	Jun 91
CONTRACT	MN/DEd-3706-47849
NOTE	66p.; For volume II, see EC 303 503.
PUB TYPE	Reports - Descriptive (141) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Cost Effectiveness; *Disabilities; *Education Work Relationship; Employment; High Schools; High School Students; Independent Living; Leisure Time; Outcomes of Education; Postsecondary Education; Program Descriptions; *Program Effectiveness; Quality Control; Recreational Activities; *Standards; *Transitional Programs
IDENTIFIERS	*Minnesota

ABSTRACT

Twenty-three transition programs for high school students with disabilities in Minnesota are profiled. These programs were selected because they applied a set of 10 quality standards developed to improve the transition process and adult outcomes for students, as well as to increase the cost effectiveness and efficiency of transition services and planning. Each profile includes information on: (1) participant disabilities, (2) transition planning areas addressed, (3) ages served, (4) size/location of community, and (5) quality standards emphasized. Transition planning areas include employment, home living, community participation, recreation/leisure, and postsecondary education. Descriptive information for each program includes an overview, a discussion of the need for the program, how the program meets the need, results and effectiveness data, and other comments. Program address, telephone number, and name of a contact person name are also provided. An introductory chapter presents vignettes of four young adults with disabilities who are succeeding with the help of transition programs. An appendix provides an annotated bibliography listing 28 transition resources by Minnesota authors. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 376 672

Transition Strategies That Work

Profiles of Successful High School Transition Programs

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R. Isaacson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

Published by

Institute on Community Integration (UAP)
University of Minnesota

Unique Learner Needs Section
Minnesota Department of Education

EC 303502

BEST COPY AVAILABLE

Transition Strategies That Work

Profiles of Successful High School Transition Programs

Published by

Institute on Community Integration (UAP)
University of Minnesota

Unique Learner Needs Section
Minnesota Department of Education

Published June, 1991.

Prepared by

Community Transition Interagency Committee Technical Assistance Project
Institute on Community Integration (a University Affiliated Program)
University of Minnesota
6 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4848

David R. Johnson, Project Director
Sandra J. Thompson, Project Coordinator
Bridget A. Mathie, Project Assistant

Presented by

Interagency Office on Transition Services
Unique Learner Needs Section, Minnesota Department of Education
800 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-4163

Wayne Erickson, Manager
Robert Wedl, Assistant Manager, Interagency Unit
Stephanie Corbey, Transition Specialist

Editor

Vicki Gaylord, Publications Coordinator
Institute on Community Integration

This material may be duplicated for dissemination without permission in the state of Minnesota.

The opinions expressed in this publication are those of the authors and do not necessarily reflect the views of the Institute on Community Integration, University of Minnesota, Minnesota Department of Education, or their funding agencies.

The development and dissemination of this resource guide was supported, in part, by Contract MN/DEd-3706-47849 to the Institute on Community Integration, University of Minnesota, from the Minnesota Department of Education, Unique Learner Needs Section. This manual has no effect in itself as policy of the Minnesota Department of Education and is not to be taken as a policy manual of that agency.

The University of Minnesota is an equal opportunity employer and educator.

About This Guide

During the 1990-91 school year, educators and agency staff from throughout Minnesota were asked to identify criteria they viewed as critical to effective planning for the transition of students with disabilities from school to adult life. These criteria were compiled into a set of quality standards* that have been used as the basis for this guide, which profiles programs throughout Minnesota that are applying these standards. The standards are:

- Students, along with their families/advocates, are included and involved in the IEP/transition planning process.
- Transition planning acknowledges each student's total life experience.
- Appropriate agency personnel are actively involved in each student's transition process.
- Students receive training to increase awareness of their strengths and limitations, and to attain skills in self-advocacy.
- A comprehensive personal transition file and action plan is developed for each student and given to them to use after high school.
- Transition team members are informed, creative, and committed to collaborating for student success.
- At age 14, or 9th grade, adult outcomes in the areas of home living, jobs and job training, post-secondary education, community participation, and recreation and leisure are addressed on the IEP, and goals are developed and implemented in all documented need areas.
- Transition goals are based on student needs and desired adult outcomes.
- Current level of performance is determined by situational/environmental assessments that include student experience.
- IEP goals address life skills that are taught in natural environments.

In this guide, *Transition Strategies That Work*, 23 of the many exemplary transition programs in Minnesota are profiled. The programs have each been developed to improve the transition process and adult outcomes for secondary students with disabilities, as well as to increase the cost-effectiveness and efficiency of transition services and planning. It is hoped that this guide will provide options for readers to further explore and adapt for use with the students they serve.

To assist readers in identifying the programs that most closely model strategies applicable in their situations, each profile includes a list of descriptors about the program in the margin of the page. The descriptors are:

- Participant Disabilities
- Transition Planning Areas Addressed
- Ages Served
- Size/Location of Community
- Quality Standards Emphasized

Within each profile is an overview of the program, a description of the needs it was designed to meet, a summary of its establishment and operation, an account of its results, and additional comments made by the authors.

*** Members of Project Invest, an interagency resource bank of professionals, are acknowledged for their contributions in the development of the quality standards.**

Acknowledgments

In the winter of 1991, professionals serving Minnesota high school students with disabilities were invited to submit descriptions of exemplary transition programs to the State Transition Interagency Committee (STIC), which selected 23 of those programs to profile in this guide. The contributors listed below are gratefully acknowledged for their time and effort in providing materials for this publication, as well as for their creativity and commitment in improving the transition process for young adults with disabilities.

- **Liz Cole**, Special Education Instructor, St. Paul Public Schools
- **Susan Dugan**, Special Education Instructor, Hastings Senior High School
- **Jeanne Eddy**, Perkins Project Coordinator, Intermediate District #287, Plymouth
- **Sheryl Evelo**, Transition Specialist, Minneapolis Public Schools and University of Minnesota, Minneapolis
- **Mary Hogetvedt**, Special Education Instructor, Intermediate District #287, Brooklyn Park
- **Lezlie Yerich Ingvalson**, Vocational Work Experience Coordinator, Intermediate District #287, Plymouth
- **Darla Jackson**, Educational Case Manager, Intermediate District #287, Crystal
- **Zoe King**, Vocational Evaluator, St. Paul Public Schools
- **Marilyn Larson**, Vocational Work Experience Coordinator, Moorhead Public Schools
- **Nancy Larson**, Learning Disability Specialist, Mounds View High School, Arden Hills
- **Brian Leet**, Career Rehabilitation Counselor, Division of Rehabilitation Services, Cambridge
- **Kathy Lettas-Cornwall**, Special Education Instructor, Intermediate District #287, Brooklyn Park
- **Wayne Lindskoog**, Support Service Manager, Hennepin Technical College, Eden Prairie
- **Bruce Lund**, School Rehabilitation Counselor, Division of Rehabilitation Services and Staples School District #793
- **Judy Marohn**, Special Education Instructor, Intermediate District #287, Brooklyn Park
- **Patricia Matuszak**, Transition Coordinator, PACER Center, Minneapolis
- **Patricia Nedoroscik**, Learning Disability Specialist, Mounds View High School, Arden Hills
- **Ann Nelson**, Supported Employment Program Manager, Winona ORC Industries
- **Wendy Nelson**, Transition Coordinator, Willmar Public Schools, Kandiyohi and Swift County
- **Kathy Palmer**, Special Education Instructor, Eden Prairie High School
- **Ron Peterson**, Career Training Specialist, St. Paul Public Schools
- **Barbara Renman**, Special Education Instructor, Intermediate District #287, Brooklyn Park
- **Rhoda Robinson**, Transition Specialist, Duluth Public Schools
- **M.E.G. Schmidtbauer**, Operations Representative, Kaposia, Inc., St. Paul
- **Teresa Schrempp**, Special Education Instructor, Intermediate District #287, Brooklyn Park
- **Donna Schneider**, Executive Director, Clay County Diversified Services, Inc., Moorhead
- **Sue Severson**, Instructor, Moorhead State University
- **Joel Steffen**, Emotional/Behavioral Disorders Instructor, Riverside School, Bemidji
- **Terri Trexler**, Support Service Facilitator, Mankato Public Schools

Table of Contents

Section	Page #
• Introduction	1
Program Profiles	
• 1 Transition Plus	5
• 2 Strategies for Problem Solving	7
• 3 Transition Coordination Services	9
• 4 Transition to Adulthood Program	11
• 5 Central Minnesota's School Rehabilitation Counseling Program	14
• 6 DRS Services in the Rum River Cooperative	16
• 7 Partners in Transition	18
• 8 Riverside School Transition Program	20
• 9 VECTOR: Vocational Education, Community Transition, Occupational Relations	24
• 10 Project Explore's Curriculum Based Transition Assessment	25
• 11 On Track: Student Planning Workshops	27
• 12 Banking and Money Management Curriculum	29
• 13 Agencies and Business Linked for Employment	31
• 14 Transition Planning at Eden Prairie High School	33
• 15 Personal Transition Information Management System	35
• 16 Natural Environment Training Program	37
• 17 Employment Practice Program	39
• 18 Vocational Outreach Services Summer Work Program	41
• 19 Summer Transition and Employment Program	43
• 20 WORC Transition Program	45
• 21 Family Networking in the Transition Years	47
• 22 Senior Transition Semester Strategy	50
• 23 Community-Based Vocational Assessment/Training Program	53
• Appendix: Transition Resources by Minnesota Authors	55

Introduction

In 1983, the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), identified transition from school to work as one of the major federal policy priorities of special education programs across the nation. The extent to which individual states have developed parallel and supportive policies to bring about needed changes in the delivery of transition services has varied widely across the country. Since the mid 1980s, Minnesota has emerged as a leader in making available high quality planning and support for youth with disabilities who are making the transition from high school to adult life. Minnesota's state and local education and community service agencies have been firmly committed to the notion that improvements in transition services can only result from systematic statewide planning and policy development that clearly articulates the direction for needed changes. Minnesota is one of the few states in the nation to take formal policy and legislative steps to support transition programming and interagency planning.

In 1987, the Minnesota State Legislature affirmed the importance of improving transition services statewide and passed supporting legislation. This legislation stresses interagency cooperation and improved strategies for planning for individual students with disabilities. As enacted, these statutes:

- Create Community Transition Interagency Committees (CTICs) in Minnesota for the purpose of community-based transition planning to meet the needs of individuals in a coordinated fashion. Six statutory requirements are addressed within the law to guide local Interagency Committees (M.S. 120.17 sub.16).
- Require the inclusion of goals addressing student needs for transition planning from high school to adult life as part of the Individual Education Plan (IEP) of all students with disabilities at grade nine or age fourteen (M.S. 120.17 sub. 17).

The 1987 legislation promoting the development of Community Transition Interagency Committees statewide emphasized the important role of local communities in sharing the responsibility for improved transition services. There are now over 70 independent CTICs in Minnesota that are made up of over 1,500 local education and community service agency representatives. They play a vital role in the numerous efforts undertaken in recent years to improve transition services throughout the state.

The progress made in the area of transition in Minnesota represents truly collective efforts by many people who have worked diligently and enthusiastically to improve transition services for the young adults they serve. There is in our state a positive climate for change, and the momentum achieved in recent years continues. While we recognize that much still remains to be done, we value and prize our accomplishments and those of young adults such as the four in the following personal success stories.

Meaningful lifestyle enhancement is the yardstick by which all transition planning initiatives must be judged. Transition planning encourages us to focus on those challenges that must be addressed for dreams to becomes realities.

- Paul Bates, Professor of Special Education, Southern Illinois University.

• A Job for "Miss Steph"

"Miss Steph", as her coworkers fondly call her, has set high goals for herself and will not allow anyone to expect any less of her than she feels is attainable.

Stephanie Evelo became an employee of the Minnesota Arthritis Foundation in Minneapolis during the summer of 1989. Her move from a high school student to an adult member of the workforce has been a continuous process over several years, and represents what transition is all about. Her success is a result of a combination of special and regular education classes, vocational training, parent advocacy, and a lot of hard work.

In preparation for adult employment, Stephanie, who has developmental disabilities and congenital heart and lung disease, was involved in a number of vocational training experiences in the community. These included working at a day care center, a food co-op, an insurance office, and a restaurant. Her interests, strengths, physical limitations, and work performance were all considered by Stephanie and her transition planning team when looking for long-term employment.

When she first began working at the Arthritis Foundation, she was one of a group of students with disabilities involved in a Job Training Partnership Act (JTPA) Summer Youth Employment Program, which included supervision by a job coach provided through her high school. After the summer program ended, Stephanie continued to work at the Foundation without a job coach while attending classes at her high school and at a local technical college. Her high school program provided indirect supervision and assessment.

Early in her senior year, her school's vocational work experience coordinator approached the Arthritis Foundation about the possibility of hiring Stephanie as a regular employee after graduation. Her employment became a reality at her spring IEP-transition meeting, which was hosted by the Arthritis Foundation. The Foundation offered to make adaptations to provide a permanent work station for Stephanie.

In addition to her job responsibilities, which consist of clerical and receptionist work, Stephanie has become a part of all foundation activities including special events, fundraisers, and celebrations. She is highly motivated and challenges the staff to not underestimate her abilities. "Miss Steph", as her coworkers fondly call her, has set high goals for herself and will not allow anyone to expect any less of her than she feels is attainable. Her coworkers' attitudes toward her are perhaps best summed up in the comment of one: "We are honored to have Miss Steph as part of our team."

• With Just a Little Help . . .

Richard Kelly, who has faced many obstacles due to his visual impairment, really exemplifies what can happen when a person takes control of their own transition planning...

Richard Kelly, who has faced many obstacles due to his visual impairment, really exemplifies what can happen when a person takes control of their own transition planning. He began his sophomore year at the University of Wisconsin-Lacrosse in the fall of 1990. When asked to describe himself, he is apt to suggest in his modest way that he is just an "average kid" who has always wanted to go to college. In talking further with him, he may also relate some of the difficulty that he has encountered because of this visual impairment and might also briefly describe the "anxiety problems" that caused him difficulty, especially during his junior year in high school.

Although his visual impairment is severe enough to qualify him as legally blind, he is not one to dwell on his problems. On the contrary, Richard is busy making sure he takes care of all the things that need to be done so that he can complete college and be successful in life. His interest in planning for the future has impressed those who have worked with him. While in high school he worked with a vocational work experience coordinator and developed a

longitudinal career plan that reflected his personal life goals. They also worked together in the area of career exploration. In a short time Richard became very independent at completing the necessary steps in preparation for college.

In both high school and college Richard learned to explore the available resources, and then use those resources. Those resources and supports, coupled with his independent nature, a tremendous amount of hard work, and self-discipline have proven to be a winning formula as demonstrated by Richard's 4.0 grade point average his second semester of college, and his successful season on the college wrestling team.

• Planning for Success

Susan is a Minneapolis high school senior who has a learning disability that includes limitations in reading speed, memory, concentration, and spelling, and a visual impairment. She is one of 40 students participating in a federally funded demonstration project called Project Extra, a collaborative effort of the University of Minnesota's General College and two urban school districts. The program assists high school juniors and seniors who have learning disabilities with their transition from secondary to postsecondary education or employment.

Susan will complete the nursing program in 1992, also graduating from high school at that time.

Through the project, Susan began working with a transition counselor in her junior year. She had already made some decisions regarding her future and was very eager to receive assistance in getting from high school into a postsecondary setting. She and the counselor explored her understanding of her learning style, strengths, limitations, needs, and accommodations she might need in a post-secondary setting. They also took a closer look at her career interests through using the Career Assessment Inventory and by visiting several colleges in the area. Susan decided on the field of nursing and on the Licensed Practical Nursing (LPN) program offered at a local technical college as a starting point. She will eventually transfer to a Registered Nurse (RN) program.

Susan applied to the technical college through the Minnesota Postsecondary Education Enrollment Options Act, which allows students in 11th and 12th grades to take classes for credit in post-secondary institutions. She and the transition counselor met with the support services staff at the college to discuss her needs and the services that would be available for her. Because she was eligible for assistance from the state Division of Rehabilitation Services, she was able to purchase required textbooks early so she could spend time reading and taking notes before classes began.

Three IEP/transition planning meetings were held in the fall of Susan's senior year of high school and included Susan, her mother, the transition counselor, high school counselor, vocational transition support facilitator, a social worker, psychologist, learning disabilities advocate (from the Learning Disabilities Association), DRS counselor, post-secondary support service transition coordinator, accommodations support staff, and the head of the nursing instruction program. Susan's career interests, strengths, and limitations were discussed and teachers provided information regarding her class performance. Susan, utilizing her self-advocacy skills, described her specific needs and the accommodations she felt were necessary to accomplish her goals.

Susan will complete the nursing program in 1992, also graduating from high school at that time. She is receiving excellent grades and is feeling confident and successful in her course of study. She is preparing for the next step by arranging for site visits to colleges that offer RN programs, studying for the college entrance exams, continuing to work on her self-advocacy skills, applying for financial aid, and exploring employment options.

• A Parent in Transition

It has been said by many parents that transition from childhood to adulthood is the most unsettling time for any family. All parents have certain expectations for their sons and daughters: happiness, security, economic stability, friends, a nice home. For people with disabilities, reaching these goals requires a much more deliberate and systematic effort than for the typical person. Karen Wells can attest to that.

Karen is the mother of Kathy Wells, a young woman with a developmental disability. Kathy, 22, recently made the transition from high school to community living, and by current educational standards has done so quite successfully. Several key factors stand out as having impacted on this transition success story. The most obvious one is the vigilant manner in which Karen Wells sought information regarding services for her daughter.

Seven years ago, when the Wells family was considering moving to Minnesota, Karen investigated the state's services by talking with a local ARC. Only after deciding that "Minnesota had good services and good ways to access them" did the Wells family decide definitely to move here. After the move, Karen continued learning about Minnesota service systems, and participated in parent training opportunities such as case management training and supported employment training. This provided her with information and resources on key transition issues and strongly encouraged her to plan for her family's future.

Also crucial in Kathy's transition process has been the fact that the professionals on her transition team were all actively involved and committed to interagency cooperation. Consequently, due to all of the interagency planning, key components were in place and there was no break between graduation from high school and the start of adult services.

Transition will go on forever; it never really ends - it's a continual process.

Kathy currently works 35 hours a week at Blue Cross/Blue Shield in St. Paul. She is part of a five-person enclave and her role is to remove staples from insurance claims and route the individual papers to other offices. Kathy describes her job as "Fun, hard work, and a nice place to work with lots of friends." Adult services are continuing to provide her with the supports she needs. She is currently living in an apartment building that is licensed as an Intermediate Care Facility (ICF-MR) for people with mental retardation. There she is learning skills that help her to live more independently.

Without the supports the Wells received during high school and since, Karen feels she would have had to work twice as hard at staying informed, and her daughter would have probably "had a lot more down-time sitting at home a lot." She speaks positively of the involvement she has had with Kathy's teachers, counselors, and case managers: "I've seen real dedication with the limited resources they have." However, she is the first to admit that she cannot call it a wrap quite yet: "Transition will go on forever; it never really ends - it's a continual process. Parents' roles will change over time, but they always have to stay involved."

1 Transition Plus

St. Paul Public Schools
c/o Wilder Health Care Center
512 Humboldt Ave., St. Paul, MN 55107
Contact: Liz Cole, (612) 227-8091

• Overview

The Transition Plus program is a secondary special education program that is housed in community settings. Many of the students in Transition Plus have fulfilled their high school graduation requirements and then continued secondary schooling to complete their Individual Education Plan (IEP) goals for transition. Students in the program are 18 to 21 years old and have learning disabilities, physical impairments, mild developmental disabilities, or emotional/behavioral disorders. They may enroll in the program for up to three years.

• The Need

The St. Paul Public Schools found that many students with disabilities exiting school via graduation had few or no post-high school plans. There was also a group of students with disabilities who had dropped out of high school and wished to return. The administration felt that these 18 to 21 year old students needed extended services and educational opportunities. With this realization came the need to change the focus from the original program serving 11th and 12th grade students to one that served students up to age 21.

• Meeting the Need

The Transition Plus program helps students access options available in all transition areas. Some of the possible goals students may work on include:

- **Jobs and job training**: Job seeking and keeping skills, job placement and support.
- **Post-secondary education**: Night school; G.E.D.; post-secondary enrollment options; technical college evaluation and enrollment; and community college or 4-year college/university exploration, enrollment, and support.
- **Recreation and leisure**: Development of individual interests, assistance in locating and choosing activities.
- **Community participation**: Mobility training, agency identification, eligibility and access, civic involvement, assistance in development of personal data files.
- **Home living**: Money management, human sexuality, independent living skills such as cooking, first aid, personal appearance, and household management.

Students are either referred from area high schools or have dropped out and are returning to high school. Students already attending high school must demonstrate a willingness and interest to continue school involvement. Students who have dropped out of school must have received special education services in the past and be able to deal with non-traditional schooling in community settings.

Participant Disabilities
• Mild disabilities

Transition Planning Areas
• Employment
• Home living
• Community participation
• Recreation/leisure
• Post-secondary education

Ages Served
• 18-21

Size/Location of Community
• Metropolitan (St. Paul)

Quality Standards Emphasized

• Appropriate agency personnel are actively involved in each student's transition process.

• Transition team members are informed, creative, and committed to collaborating for student success.

• Transition goals are based on student needs and desired adult outcomes.

Transition Plus is currently staffed by two special education instructors, a social worker, and a vocational tutor for 19 students. The program expects to enroll up to 40 students in the 1991-92 school year. Staff members often share responsibilities in order to meet student needs. Primary responsibilities for each staff member are as follows:

- **Instructor/Site Coordinator**: Program budget management, program meeting attendance, public relations, school liaison, student accounting, student intake and registration, IEP writing and reviews, curriculum development and implementation, and program scheduling.
- **Instructor/Curriculum Coordinator**: Curriculum planning, development and implementation; IEP planning and writing; student reviews and assessments; transportation coordination; class scheduling; and community resource coordination.
- **Social Worker/Student Coordinator**: Student referral management, student intake and registration, IEP planning and writing, student assessment, parent/home contacts, group presentations, and student consultation.
- **Vocational Tutor/Educational Assistant**: Attendance and program record keeping, job monitoring and coaching, job shadowing, scheduling, individual tutoring, student payroll record coordination, and student referral and intake participation.

• Results

Success is determined by the achievement of transition goals and objectives as addressed in the IEP. Because this program is in its first year there are no statistics on its success rate available at this time. However, observed benefits of the program so far include:

- **Students have had opportunities** to develop and practice skills that will help them to become productive citizens rather than the recipients of community support.
- **Students have learned** about procedures to access community resources on their own.
- **Students have developed** interpersonal skills for positive interaction with family, peers, and employers.

• Comments

Educators are reminded of the fact that students with special education needs on IEPs can maintain enrollment in secondary school programs until age 21 if their IEP goals are not met.

2 Strategies for Problem Solving (STRATS)

Intermediate District #287, Hennepin Technical College
9000 77th Ave. N., Brooklyn Park, MN 55445
Contact: Mary Hogetvedt or Judy Marohn,
(612) 550-2142 or (612) 536-0872

• Overview

Strategies for Problem Solving (STRATS) is a year long course offered through Intermediate District 287 (located in the western suburbs of Minneapolis) to address the communication needs of students with disabilities in a concrete, structured manner. The strategies include techniques that enable students to learn to solve problems independently, communicate effectively, and make better decisions. This course is used to assist students to progress comfortably and confidently, thereby providing a smoother transition into the responsibilities of adulthood. There are currently 63 students in the program. They have chosen communication and problem solving as goals on their Individual Education Plans (IEPs).

• The Need

For some students, the transition from the role of high school student to adult is an arduous task. Many students with disabilities have inadequate decision making and problem solving skills. Frequently, they are unable to clearly communicate the nature of problems they are having or their point of view, and have difficulty being assertive in an effective manner. In Intermediate District 287 there was a need to stress instruction in communicating in functional settings, learning to be receptive to advice, seeing the "big picture", and listening to alternative viewpoints, ideas, and possibilities. There was also a need to assist some students in decreasing defensive verbalization. To meet these needs, the STRATS course was initiated in the fall of 1990.

• Meeting the Need

The activities of STRATS classes center on respectful communication among students and instructors. The first activity undertaken when a new STRATS class is formed is to develop a Code of Ethics. Instructor input in this Code is minimal, serving mainly to facilitate group participation and understanding. Items in the Code must be agreed upon by all students and include consequences as well as expectations for behavior. It is stressed that the Code of Ethics belongs to the students, therefore instructors keep intervention minimal, the result being a list of expectations that all students are content with and hopefully an increased motivation and ownership in the class.

A variety of class activities center on problem solving. Students are given a list of problem solving strategies that they are encouraged to use as cues to assist with solving a problem in a structured manner. A "Problem Solving Box" is available for students to submit actual problems anonymously and then solve as a group activity. Confidentiality is stressed.

A general outline of the curriculum includes: Types of Decisions, Steps to Healthy Decision Making, Exploring Alternatives, Developing Autonomy, Group Decision Making, Problem Solving Models, Respecting Others' Points of View, and Visualizing Outcomes. Role play is often incorporated. Whenever possible, a communication activity is chosen which centers on the portion

Participant Disabilities
• All disabilities

Transition Planning Areas
• All

Ages Served
• 14-21

Size/Location of Community
• Multiple suburbs

Quality Standards Emphasized

• Students, along with their families/advocates, are included and involved in the IEP/transition planning process.

• Students receive training to increase awareness of their strengths and limitations, and to attain skills in self-advocacy.

• Transition goals are based on student needs and desired adult outcomes.

of the outline that was focused upon that week.

The Strategies in Problem Solving class was developed, in part, by adopting and following the philosophy of IN-REAL (Inter-Reactive Learning). IN-REAL recognizes that learning across all curricular areas relies on effective use of language and communication. Using IN-REAL, instructors and students actively participate together in the learning process through the structure of natural conversation. A basic premise is that communication is composed of mutual respect, mutual sharing, and mutual understanding. Also basic to the philosophy is that any learning interaction is a contract in which each partner (instructor and student) has equal opportunity and responsibility. The instructor must strive to understand how much responsibility the student can assume and meet him/her at that level.

The personnel involved in planning and teaching the Strategies for Problem Solving class are special education instructors and a person with the dual role of Communication Disorders Specialist (CDS) and Transition Facilitator. This staff member has licensure in Speech Communication and School Social Work and has been involved in the IN-REAL Specialist course. Some of the instructors have also participated in an IN-REAL awareness workshop. All staff involved have a strong knowledge base and experience with improving functional communication skills.

The classes are team taught to facilitate data keeping and increased assistance on an individual basis when needed. All personnel are involved in developing daily lesson plans to coincide with the course outline. The CDS is responsible for gathering and distributing the weekly communication activity and for developing specific communication goals (in agreement with other members of the educational team) to be addressed via the STRATS class. All personnel are involved in teaching other areas and working with students on other transition issues, so continued monitoring of skills is accomplished outside of the STRATS class environment.

• Results

Informal assessment through observation by parents and teachers indicate carryover of skills used in the STRATS class to other classes and within the community. Since staff use a team approach to teaching, the strategies are reinforced throughout the program. Students have been observed using the written list of problem-solving strategies they obtained in class on a functional basis when confronted with real-life problems.

Because this course is fairly new, procedures to monitor success are still being developed. Videotaping has been used as a means for students to evaluate their own progress and will be expanded to include a "pre" tape to obtain baseline data and a "post" tape to measure success. Students also use a checklist designed to evaluate specific communication and interaction skills.

Students appreciate the control and decision-making power they have in the class. They show ownership in the Code of Ethics and initiate follow-through on issues as they arise. Attendance is excellent. Students respect each other by sincerely trying to help solve a peer's problem and by supporting each other and working together as a group.

• Comments

This course could be replicated by any educational team with members who are willing to become versed in interactive communication strategies. The team should determine the individual needs of participating students, develop an outline based on those needs, and select activities to address each need area.

3 Transition Coordination Services

Willmar Public Schools
611 W. 5th St., Willmar, MN 56201
Contact: Wendy Nelson, (612) 231-1100, ext. 16

• Overview

In two rural Minnesota counties, Kandiyohi and Swift, the county social services and the Willmar Public Schools jointly fund the position of Transition Coordinator. The Transition Coordinator acts as a liaison between the schools, county social services, other service agencies, and the local Community Transition Interagency Committee (CTIC) and assists all of these service providers in coordinating their efforts in order to provide transition services to students with disabilities.

Currently, the transition coordinator assists 32 students and their families in the Willmar Public Schools age 14 and over who qualify for county social services. Generally these students have moderate to severe developmental disabilities.

• The Need

This jointly funded position was developed when the Little Crow CTIC saw a need for such a position, formulated a proposal to create it, and presented the proposal to the Willmar and New London school superintendents and the Kandiyohi Family Social Services director. Recognizing the need to increase communication and coordination, they agreed to co-fund the Transition Coordinator.

Before this position was created, the responsibility for transition planning was handled by teachers and the special education supervisor. Planning was typically a "scramble" at the last Individual Education Plan (IEP) meeting, often leaving parents confused and frightened. This position allows for increased communication, collaboration, and shared information among service providers. It also gives the families time to deal with transition issues, since the transition coordinator begins to work with students at age 14.

• Meeting the Need

The Transition Coordinator begins assisting in the transition process for students with disabilities at age 14 and continues to work with them throughout their high school education. She assists county case managers in writing Individual Services Plans (ISPs), and follows through on referrals for residential, vocational, and other support. On the school level, she attends IEP staffings, develops a transition file for each student, conducts Personal Futures Planning, communicates with parents, publishes a transition brochure and newsletter, and assists teachers with transition related activities.

The coordinator does not make regularly scheduled visits to school, but arranges to meet with teachers at their convenience to conduct ISP interviews, and to share agency information and resources. She is seen as a resource person by students and their families, mostly due to her unique position of providing a "link" between so many agencies and really knowing "what's out there". The coordinator works closely with students and families in their home settings. Future goals include increased knowledge of the transition planning areas and development of a longitudinal vocational program.

Participant Disabilities
- Developmental disabilities

Transition Planning Areas
- Employment
- Home living
- Community participation
- Recreation/leisure

Ages Served
- 14-21

Size/Location of Community
- Town (5,000-25,000)

Quality Standards Emphasized

- Students, along with their families/ advocates, are included and involved in the IEP/transition planning process.
- Appropriate agency personnel are actively involved in each student's transition process.
- At age 14 or 9th grade, adult outcomes in the areas of home living, jobs and job training, post-secondary education, community participation, and recreation and leisure are addressed on the IEP and goals are developed and implemented in all documented need areas.

The Transition Coordinator has a background in education, with three years as Special Education Coordinator. This position requires skills as a resource person as well as a coordinator of teacher, administrator, and parent collaboration. Politics is definitely a part of this "game", and the coordinator needs to be sincere, respected, and trusted.

• Results

It will take several years to determine the success of this position. The feedback from teachers, families, and agencies has been very positive, however, with comments like: "We've needed this for a long time!" The county case managers have benefitted from someone doing the "groundwork" and completing assessments while their clients (students) are still in school.

• Comments

Use the local Community Transition Interagency Committee to survey parents of students and former students, teachers, county, and other agency workers to determine the need for coordination. Then draft the proposed position and include a job description and method of funding. Emphasize the transition legislation and benefits to county case managers. If the position is approved, advertise the position and be sure to include all representative agencies on the interviewing team. Support this person because networking is difficult with the interagency nature of the job.

4 Transition to Adulthood Program (TAP)

Duluth Public School District #709
800 E. Central Entrance, Duluth, MN 55811
Contact: Rhoda Robinson, (218) 722-1038

• Overview

The Transition to Adulthood Program (TAP) of the Duluth Public Schools serves students with disabilities ages 18-21 who have completed requirements for graduation, but choose to continue to receive support and training as they make the transition to adult employment, residential, social, and community settings.

• The Need

The Duluth Public Schools have educated people with disabilities since the 1920s. Gradually services have improved and now all students have a variety of educational opportunities, including remaining in school until age 21. Students were receiving a functional education which included many activities in the community, but they were based in the high school building. This presented several difficulties. Older students continued to model their behavior on peers they observed who were age 16 to 18. This "high school" behavior is tolerated from people in that age group, but is not acceptable from adults in adult settings. Parents and other caregivers continued to see these young adults as school children and had a difficult time planning for anything beyond graduation. Students had a difficult time projecting to entirely different environments for long term work when the environment they "belonged to" was school. Class schedules, assemblies, and activities all assume that learning takes place in short blocks of time and can always be interrupted for whole school activities. Students had a difficult time adjusting to sticking to the same task for even four hours.

Great gains had been made by students with disabilities when they were in school with their age peers rather than in special schools. So, the Duluth Public Schools decided to carry that idea a step further and give students with disabilities opportunities to be with their age peers from ages 18 to 21.

• Meeting the Need

The Transition to Adulthood Program began in 1985. Students are referred to TAP by their transition planning team. Prior to entering the program most students have completed all required credits for graduation and they participate in graduation activities, including the commencement ceremony, but do not receive their diplomas. Severing social ties to the high school in this way helps students and their families to move on to planning activities for adulthood.

Once in the program each student has an individually designed Transition Service Plan. This document is a shared service plan that meets the legal mandates of County Social Services, special education services, and Division of Rehabilitation Services or State Services for the Blind. Agency staff are active participants in the transition planning process. They also assist students on site visits and in exploring options and support services.

Basically each student spends fifty percent of each day working and fifty percent on other aspects of interdependent living. The long-term goal for each student is to be employed and/or pursuing post-secondary education, and to be

Participant Disabilities
• Developmental disabilities

Transition Planning Areas
• All

Ages Served
• 18-21

Size/Location of Community
• City (over 25,000)

Quality Standards Emphasized

• Transition planning acknowledges each student's total life experiences.

• Appropriate agency personnel are actively involved in each student's transition process.

• IEP goals address life skills that are taught in natural environments.

living as independently as possible as their secondary schooling is completed.

Services are carried out principally by special education staff: teachers, assistants, job coaches, etc. As appropriate for each student, community resource personnel are also involved. For example, some students are involved in personal fitness training at the YMCA. School staff introduce the students to the facilities, do some initial training, and then let the YMCA staff continue just as they would with any other adult coming to use the facility. Students are also encouraged to participate in community education classes and other community activities. Students complete an interest survey and then staff help match interests with community activities. Information about these activities is provided through the program. Students who need help with cooking or laundry skills might be at home for part of their day with school personnel teaching them at that site. Through the job training, local businesses get involved. Job coaches train students at employment sites, but natural supports (i.e. coworkers) are encouraged whenever possible. If specialized therapy services are required, they are provided in adult settings that the student will ultimately use.

Students meet at several locations, including the technical college, rehabilitation facility, and downtown businesses. They do not meet on the high school campus. By April or May of their final school year, most students are totally into adult programming with only one or two social interactions with their class peers during each week. The goal is that once the diploma is granted little changes except funding.

In the fall of 1990, the program consisted of three classes, three special education teachers, a part-time school social worker, a part-time job developer/work coordinator, five paraprofessionals, a transition specialist, and thirty-three students. Descriptions of each staff position are as follows:

- **Licensed Special Education Teachers**: case managers who coordinate all services as they change from school to adult agency personnel.
- **Licensed Job Developer/Work Coordinator**: designs vocational work training experiences and develops a permanent job for each student prior to graduation.
- **Paraprofessional Job Coaches/Assistants**: assist students in learning skills in community settings.
- **School Social Worker**: assists with home living, social or inter-personal relations and advocacy.
- **Transition Specialist**: liaison to community agencies and coordinates across programs.
- **Therapists and Adult Agency Personnel**: provide services as needed.

• Results

Over the first four years of the program, 45 students with moderate to severe disabilities took part. In the past, 90% of these students would have been expected to enter day activity programs or have no day programming, and the remaining 10% would have held sheltered employment. Upon graduation from the TAP program the outcomes for the 45 graduates were:

- **Supported employment in the community**: 21
- **Combination of sheltered and supported work**: 4
- **Sheltered Work**: 5
- **Day Activity**: 7
- **No work**: 6
- **Moved out of county**: 2

Ten students have now been out of the program for over three years. Their current placements include:

- **Supported employment in the community:** 4
- **Combination of sheltered and supported work:** 4
- **Sheltered work:** 0
- **Day activity:** 2
- **No work:** 0

• Comments

Replication of this strategy in other parts of the state should be fairly simple. Basically, it involves moving special education services for students who are 19 or 20 years old into the community and/or into adult learning sites and focusing on vocational and community living skills for the entire curriculum. As the students begin to use their community resources, their education needs become evident and staff build each student's curriculum around those needs. Also, as the students access the community, various agencies and businesses begin to play a larger part in their education. The long-term supports needed by each student becomes clearer, enabling adult agencies to make plans prior to the student's actual completion of high school.

5 Central Minnesota's School Rehabilitation Counseling Services

Division of Rehabilitation Services & Staples School District #793
Staples High School, Staples, MN 56479
Contact: Bruce Lund, (218) 894-2459

• Overview

A cooperative position of School Rehabilitation Counselor, shared between the Division of Rehabilitation Services and 17 school districts, serves students who have functional limitations in obtaining or maintaining future employment as defined by a school psychologist or medical doctor. The case load of the school rehabilitation counselor is 273, covering 17 rural school districts in central Minnesota. The counselor is based at Staples High School.

• The Need

This position was originally created in 1968 and was called a VAC (vocational adjustment counselor). Most school districts in Minnesota had access to a VAC, whose primary responsibility was to provide early intervention for rehabilitation needs and to provide interagency transition services to students with disabilities. Most of these positions were eliminated due to funding limitations. Prior to this program, the Division of Rehabilitation Services (DRS) and the Staples School District did not overlap services. The school served youth with disabilities from age 3 to 18 or 21, and DRS came into the picture just prior to graduation. Because there was no coordination between services, transition plans for students were not continuous, and were often disjointed and time-limited. There was a need to coordinate and develop transition plans mutually by both agencies, thus the cooperatively funded position of School Rehabilitation Counselor was created to provide the bridge between school services and adult services.

• Meeting the Need

Eligibility for rehabilitation counseling begins when students enter high school, enhancing interagency involvement and planning for individual students. Counseling activities include: determination of eligibility, vocational assessment, future planning and transition services, development of the Individual Education Plan (IEP) and Individual Written Rehabilitation Plan (IWRP), and provision of fiscal and direct services that are appropriate to the success of the plan. The counselor meets individually with students to discuss assessment data, vocational and residential interests, and the current status of the job market. Then, an IWRP is developed to work toward reaching vocational goals. Emphasis is placed on integrated employment within the student's home community. Services are provided until students complete any training beyond high school and/or are satisfactorily employed for a minimum of 60 days. Follow-up services are provided as deemed appropriate by the School Rehabilitation Counselor.

The sharing of funding between the school districts and DRS is as follows: DRS covers salary, a percentage of the fringe benefits, mileage and expenses; the 17 school districts cover 50% FTE secretary salary and fringe benefits,

Participant Disabilities
• All disabilities

Transition Planning Area
• Employment

Ages Served
• 14-21

Size/Location of Community
• Rural (under 5,000)

Quality Standards Emphasized

• Students, along with their families/ advocates, are included and involved in the planning process.

• Appropriate agency personnel are actively involved in each student's transition process.

• Transition goals are based on student needs and desired adult outcomes.

supplies and telephone. Since the school districts vary greatly in size, the largest district contributes about $1500.00 and the smallest contributes $400.00.

The School Rehabilitation Counselor is a licensed special educator. He visits each school at least once a month. Staff and students are informed ahead of time of his visit. The title "counselor" is really a misnomer for this position: "coordinator" would be more appropriate.

• Results

The effectiveness of services is determined by the annual number of students successfully employed for 60 days or more. Each case on a counselor's caseload is determined to have an average cost. It has been proven that with early intervention by multiple agencies, the average cost per client has been substantially reduced. The average cost per client is currently about $305.00. Of the 273 clients, 190 are currently attending some type of post-secondary training. The rest (36%) plan to begin or continue employment after high school.

The counselor attributes his ability to serve so many students to tremendous cooperation from special education staff and school counselors who do a lot of ground work and efficient organizing.

• Comments

In creating this type of position, it would be important to solicit interest between a group of school districts and then contact the local DRS office to determine a possible co-funding agreement. Support for this type of position could be gained through a local Community Transition Interagency Committee.

6 DRS Services in the Rum River Cooperative

Division of Rehabilitation Services
Eastside Plaza, East Highway 95, Route 5,
Cambridge, MN 55008
Contact: Brian Leet, (612) 689-3250

• Overview

The Division of Rehabilitation Services (DRS) serves approximately 150 students with a variety of disabilities who attend school in a rural educational cooperative. In order to be eligible for the rehabilitation program, students must have a physical or mental disability that constitutes or results in a substantial handicap to employment. DRS and the Rum River Cooperative have developed a system for assisting students to access DRS services, a system that also reduces duplication of effort between agencies and results in cost reductions.

• The Need

Due to unavailability of current medical and psychological information, DRS counselors found it difficult to meet eligibility criteria for students who have been referred for services. Student information is usually requested from the school case managers, psychologists, and medical personnel. Problems included not being able to receive consistent information from case managers, outdated assessment information, and unavailable diagnostic information, resulting in delays in service provision, duplication of assessments, and added expenditures. To correct this inefficient process, the Rum River Cooperative and DRS have developed a new service system.

• Meeting the Need

Each year the DRS counselor requests a list of all 10th graders in the Cooperative who have Individual Education Plans (IEPs). The names of the students are not required by the counselor at that time. The list includes each student's grade placement and special education IEP manager. With a signed information release form, developed by the Rum River Community Transition Interagency Committee, the counselor is able to begin the eligibility process. Special education IEP managers distribute this form to the parents of each 10th grade student. Appointments are then set up to meet with the student and parent. If the form is not returned, the parent is contacted by phone or mail to explain the services DRS has to offer their son or daughter.

With a signed release of information form a copy of the student's most current IEP can be requested, along with any current achievement test results, a functional limitation checklist, current grade transcripts, and available medical information. The most current psychological consultation is requested from the school psychologist, along with the completion of the DRS psychological review form to include a medical diagnostic classification from the DSM III, if appropriate. The provision of this information in a timely manner facilitates the eligibility process for students so that services can begin as soon as possible. This process saves DRS caseload dollars because the counselor does not have to go to outside resources to obtain this information for a fee. Information is then shared with school counselors and special education IEP managers in order to avoid duplication.

Participant Disabilities
• All disabilities

Transition Planning Areas
• Employment

Ages Served
• 14-21

Size/Location of Community
• Rural (under 5,000)

Quality Standards Emphasized

• Appropriate agency personnel are actively involved in each student's transition process.

• Students receive training to increase awareness of their strengths and limitations and to attain skills in self-advocacy.

• Transition goals are based on student needs and desired adult outcomes.

When students become eligible for DRS services the counselor meets with them and their parents at least three times per year to do vocational counseling and plan development. The counselor is also involved in several informal meetings each year with each student's IEP manager and attends IEP conferences to assist in the vocational counseling process.

• Results

Implementation of this process began during the 1989-90. The counselor has already saved approximately $3,000 to $4,000 in psychological evaluations alone since the evaluations do not need to be completed outside of the school system. The counselor is also able to determine eligibility more quickly so that services can be provided in a more timely manner.

• Comments

This process can be easily replicated throughout the state by school districts that collaborate with DRS (and other agencies) in developing and maintaining an efficient and effective information exchange system.

7 Partners in Transition

Kaposia, Inc.
380 E. Lafayette Freeway S., St. Paul, MN 55107
Contact: M.E.G. Schmidtbauer, (612) 224-6974

• Overview

Partners in Transition provides transition planning that is student-centered and focused on the needs, abilities, interests and preferences of individuals with moderate to severe (or multiple) developmental disabilities. The program integrates the Individual Education Plan (IEP), the Individual Written Rehabilitation Plan (IWRP), and the Individual Service Plan (ISP) into a comprehensive, holistic approach to service delivery. The program is in its third year.

• The Need

Despite the advances that have been made in special education and adult services, some St. Paul students with severe developmental disabilities find limited choices and opportunities for achieving and maintaining gainful employment following graduation from high school. Students with severe disabilities have demonstrated the ability to be productive employees when provided with a variety of opportunities, individualized training, and on-going support both while in school and as adults.

Successful transition planning needed to be addressed with these students. Services needed to be directly responsive to the vocational goals of individual students and customized with on-going supports to insure successful employment and community integration. These are the beliefs behind the initiation of the Partners in Transition program.

• Meeting the Need

Partners in Transition assists students in securing long-term employment within community settings while still in high school and continuing on a post-high school basis without the delay and frustrations of waiting lists and loss of resources. Participating students are in their final year in the St. Paul Public Schools and have been prepared for employment with support. This preparation includes a desire and willingness to work by both the student and family, documentation of vocational goals in the student's IEP, and previous work experience in community settings. Each student must meet the eligibility criteria for the Division of Rehabilitation Services and County Social Services.

The program includes students, their families, and an array of professionals in the planning and decision making process. Professionals from four agencies participate: special education and vocational education staff from the St. Paul Public Schools; placement staff and job coaches from Kaposia, Inc., a customized employment service for individuals with developmental disabilities; vocational counselors from the Division of Rehabilitation Services; and county case managers from Ramsey County Social Services. School district personnel, along with county case managers, identify the students with disabilities. The school district, along with Kaposia, Inc., works on job development and placement activities. Job coaching is provided by Kaposia, Inc., with support from the school district and DRS. Following graduation, and with funding support by the county, Kaposia, Inc., continues with the on-going support.

Participant Disabilities
• Developmental disabilities

Transition Planning Areas
• Employment

Ages Served
• 18-21

Size/Location of Community
• Metropolitan (St. Paul)

Quality Standards Emphasized

• Transition planning acknowledges each student's total life experiences.

• Appropriate agency personnel are actively involved in each student's transition process.

• Transition goals are based on student needs and desired adult outcomes.

• Results

Students who have participated in the program have made a successful transition from school to employment. The four students involved in the program during the 1989-90 school year continue to maintain employment.

• Comments

This program could be replicated in any area where there is interagency planning and cooperation. Participating agencies should include DRS, the school district, county social services, and other organizations to provide on-going employment support.

8 Riverside School Transition Program

Riverside School
201 West 15th St., Bemidji, MN 56601
Contact: Joel Steffen, (218) 759-3280

• Overview

The Riverside School Transition Program provides educational services to secondary-age youth who are identified as having emotional and behavioral difficulties that interfere with educational progress. These young people frequently display multiple handicapping conditions and have typically experienced traumatic events affecting their emotional well being and ability to independently cope with the situations of day-to-day life. Many of them are temporary residents of the Archdeacon Gilfillan Center, a residential treatment center, in Bemidji, Minnesota, where they stay for an average of nine months. Those placed for residential treatment services are referred by court order and social service agencies.

In the program the students receive psychological and therapeutic treatment addressing a wide range of personal issues. To meet the transition needs of the students the school day includes experiential learning opportunities with structured support, providing opportunities for community involvement and success.

• The Need

Prior to implementing this program, the school segregated students who demonstrated behavioral difficulties. Adults assumed an authoritative role, and physical intervention was deemed a necessary control that occurred daily. The school day was based on a traditional academic curriculum. Educational planning was dominated by an academic and behavioral focus, both areas of minimal success.

Students' attitudes were manifested in challenges to the system. Confrontation and control were not conducive to positive relationships. Attitudinal and physical constraints prohibited worthwhile experiences that could prepare students for life beyond school.

A formal "school climate needs assessment" was completed by teachers, students and outside sources. New insights, both practical and philosophical, redefined the school's role as a service provider and directed the course of change. Some of these insights included the following statements: all students can learn and be motivated by opportunities meeting their needs; success is essential to enhance self-esteem; student gains in confidence increase levels of independence; all students require a sense of belonging; and students need opportunities to participate in an array of worthwhile and relevant experiences in the community. This change in perspective focused the rigorous task of implementing structural change. Integration and transition issues became paramount planning concerns.

• Meeting the Need

Students in the new program are engaged in recreational activities, living skills, community participation, and job training. The doors have been opened at local schools, agencies and worksites to connect education to experiences beyond the school setting. Some elements of the program include:

Participant Disabilities
• Emotional/behavioral disorders

Transition Planning Areas
• All

Ages Served
• 14-21

Size/Location of Community
• Town (5,000- 25,000)

Quality Standards Emphasized

• Students receive training to increase awareness of their strengths and limitations and to attain skills in self-advocacy.

• Transition team members are informed, creative, and committed to collaborating for student success.

• At age 14 or 9th grade, adult outcomes in the areas of home living, jobs and job training, post-secondary education, community participation, and recreation and leisure are addressed on the IEP and goals are developed and implemented in all documented need areas.

- Students receive a **vocational assessment** and address all of the transition domains on the Individual Education Plan (IEP).
- **Planning and job training** for students have involved the Minnesota Department of Jobs and Training. A local nursing home, the humane society and city courthouse are examples of work experience sites.
- Students visit and participate in **post-secondary enrollment options** at a local state university and technical college.
- A number of students develop **entrepreneurial skills and work related behaviors** while participating in an on-site manufacturing program.
- **Living skills classes utilize community resources** to involve students in consumer awareness, personal development and housekeeping skills.
- The afternoon block of time enables **recreation activities** to take advantage of community sites for archery, bowling and even fishing trips.

The instructional and paraprofessional staff are divided into teams to develop curricula that address specific transition areas. The incorporation of site-based management has involved all staff members in the decision making process. A resulting inservice committee keeps staff development focused on integration and transition. Workshops, conferences, and resources from the Minnesota Department of Education have been relied upon intensively in the development of planning and curriculum.

One teaching position has been dedicated to the role of integration specialist. Responsibilities include monitoring and providing support to students in public schools and community activities. Training at the McGill University in Montreal was valuable to this role. Another staff member has received extensive training through the Minnesota's Department of Education's "Project Invest" as a transition technical assistance provider and a resource to the staff. Two staff members attained Vocational Work Experience Coordinator licensure to conduct vocational programming for students.

• Results

Program effectiveness is measured by various means. Academic progress is evaluated by pre- and post-tests at program admittance and discharge. Behavioral and social progress is rated on an hourly basis. Ratings are accumulated to determine progress. Progress of student behavior in school and at community work experiences are documented on a weekly basis through direct consultation.

Post-test performance has indicated an average gain of three months in reading and math skills for each month of school involvement for the 1989-90 school year. Ninety percent of the students who were involved in community training completed their experience in a satisfactory manner during the 1989-1990 school year.

Direct client evaluations of program effectiveness have been difficult to obtain. The statewide social services network has indicated increasing interest in alternative settings that emphasize integration and transition in practice.

• Comments

The establishment of a structure promoting transition at the Riverside School required a change in the philosophical approach to providing services. Staff skills related to planning and curriculum needed to be developed. Community support for inclusion had to be recruited.

Marketing such a strategy in the community was an integral part of securing valuable opportunities for youth. Direct contacts with agencies and employers have been necessary to exchange information, acquire services and promote public relations. Recognition of supportive community assets is important. Letters of appreciation from students, press exposure, and luncheons have been helpful.

Technical assistance, resources from the Department of Education, and conference and workshop opportunities are readily available. Staff investment will pay dividends in school climate and student development.

Past experience guided the school to necessary philosophical change. Students need to belong. Students need opportunities to create linkages to life beyond school. They need to explore options and to discover a sense of worth and success.

9 VECTOR: Vocational Education, Community Transition, Occupational Relations

Hennepin Technical College
9200 Flying Cloud Drive, Eden Prairie, MN 55347
and 9000 Brooklyn Blvd, Brooklyn Park, MN 55445
Contact: Jeanne Johnson or Wayne Lindskoog,
(612) 550-7118

• Overview

VECTOR (Vocational Education, Community Transition, and Occupational Relations) provides strategies and support to students with disabilities who are making the transition from high school to post high school training and/or employment. The VECTOR training program employs key personnel to assist in coordinating the referral of potential students, instructing and supporting students on campus and in community settings, coordinating special education activities with vocational activities on the campuses of Hennepin Technical College, developing program components, and locating space.

• The Need

VECTOR was developed in 1984 as a direct result of federal transition initiatives for enhancing school to work activities for youth with disabilities. The project was funded by the Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education, as a 3-year model demonstration at two technical college campuses to provide vocational training and employment to 18-21 year old students with a variety of disabilities. Since the completion of the federally-funded project in September of 1987, VECTOR has continued as a program in Intermediate District 287 with state and local funds.

• Meeting the Need

The VECTOR program brings three concepts together. First, activities take place on technical college campuses rather than in secondary education settings in an effort to provide age appropriate experiences in preparation for the subsequent transition to employment. Second, students are able to continue with their educational/occupational development beyond the typical graduation age of 18. Third, a variety of services are fused into an integrated system that serves the vocational needs of youth with disabilities.

The thrust of the total effort is strongly vocational in nature. A basic sequence of (a) assessment/counseling, (b) specific skill training, (c) job placement assistance, and (d) follow-up is provided for youth who would otherwise be leaving the public school system with inadequate preparation for participation in the world of work.

VECTOR serves students with physical impairments, learning disabilities, behavior disorders, and hearing impairments. Eligible students must be:

- **Currently enrolled** in high school special education programs.
- **Eighteen years of age or older** and have not received a diploma or other certificate of completion signifying termination of secondary education.
- **Beyond the high school curriculum,** which is no longer age appropriate or meeting the student's functional needs.
- Able to **function fairly independently** in a college environment.

Participant Disabilities
- Learning disability
- Emotional/behavioral disorder
- Physical disability
- Hearing impairment

Transition Planning Areas
- Employment
- Post-secondary education

Ages Served
- 18-21

Size/Location of Community
- Multiple suburbs

Quality Standards Emphasized

- Appropriate agency personnel are actively involved in each student's transition process.
- Transition goals are based on student needs and desired adult outcomes.
- Current level of performance is determined by situational/environmental assessments that include student experience.

Personnel include:

- **Special Education Individual Education Plan Manager**: Facilitates the Individual Transition Plan; coordinates and arranges service providers; and serves as a liaison between VECTOR and parents, residential facilities, school districts, and other significant players in the transition process.
- **Work Experience Coordinator**: Primary responsibilities include job development, job placement assistance, and follow along of students on community based work sites. The work coordinator also provides direct supervision to job coaches as they support student on their work sites.
- **Special Education Staff**: This group is comprised of instructors with expertise in the areas of learning disabilities, developmental disabilities, and emotional disorders; specialists in occupational therapy/physical therapy; and interpreters for students with hearing impairments. Staff provide daily classroom instruction in the areas of vocational preparation, home living, leisure/recreation, community access, and self-advocacy.
- **Technical Tutor/Job Coach**: Provides either constant or periodic support and monitoring of student progress at job sites or at on-campus vocational programs. Duties also include maintaining productivity and behavioral records, and anecdotal information. Most job coaches have had basic training in vocational education and human relations and are familiar with a variety of occupational settings and employer requirements.

• Results

As of 1991, approximately 140 students have completed the VECTOR program. The vast majority hold employment in their home communities at competitive level wages, and a few have gone on to post-secondary training. In a significant number of instances, employment is monitored by adult service providers who furnish on-going support to workers who might not ordinarily achieve employment outside of a sheltered facility.

The effectiveness of the VECTOR program can perhaps be best judged in terms of the increased accessibility to vocational programs experienced by students with disabilities. The link between special education and vocational education has been enhanced significantly due in large part to its presence on technical college campuses. The support provided to students with disabilities both on campus and in the community has helped insure success and minimize the chances of failure that so often prevailed in the past. The program, due in large part to the OSERS transition initiatives, has demonstrated that an effective linkage can occur, and the support of our referral sources is evident from the fact that we began with 7 students in 1984 and are serving 110 students in the 90-91 school year.

• Comments

Ideally, replication of a VECTOR-like program should occur in a setting that is physically removed from a traditional high school, such as a technical college campus. A key ingredient is access to vocational programs along with community employment sites within reasonable transporting distance. An advantage at present is Carl Perkins initiative dollars that encourage transition efforts such as VECTOR at the secondary and post-secondary levels.

10 Project Explore's Curriculum Based Transition Assessment

St Paul Public Schools, Humboldt Complex
30 E. Baker, St. Paul, MN 55107
Contact: Zoe King, (612) 293-8996

• Overview

Project Explore's Curriculum Based Transition Assessment is a process developed for use at community vocational, independent living, and recreation training sites in the St. Paul Public Schools.

Students with disabilities, age 14 and over, who attend St. Paul high schools are eligible for this evaluation. Each student's Individual Education Plan (IEP)/transition planning team decides whether to participate in the evaluation. Currently there are over 30 transition programs using over 100 training sites.

• The Need

For the past several years, the St. Paul Public School District has operated Project Explore, a vocational evaluation center for juniors and seniors in high school who receive some type of special education services. The evaluation takes place for half days over a six week period. The work evaluator at Project Explore realized the limitations of using an evaluation center, particularly for students who had no past work experience that would enable them to relate to the various work samples at the center. The evaluator concluded that the most valid assessment would be an "on-site assessment", observing students at an actual job. In addition, real jobs would give students a better grasp of the types of work they liked.

Another concern was the lack of exchange of information and communication between staff, programs, and schools. Evaluation reports were filed into cabinets in the evaluator's office. One copy would be sent to the work coordinator who referred the student, but there was no assurance that IEP managers would ever see a copy of that report. When students were referred to Project Explore, a one-sided information sheet accompanied them. No information on previous vocational training or work experience was identified. The evaluator was asked to "re-create the wheel" on each student referred.

• Meeting the Need

Under the Curriculum Based Transition Assessment process, work related behaviors, specific work skills, and functional academic skills are assessed at each job site. The 21 related behaviors assessed are constant, but specific work and academic skills vary for each student and site. Rating forms are completed twice during each semester to assess skills attained and skills that need to be improved, and to determine whether the site is appropriate or the student has mastered all skills and is ready for a more challenging experience.

Once completed, Curriculum Based Transition Assessment rating forms are sent to a central district location. At this central location the information is entered on a computer data base, a hard copy is filed, and a copy of the rating form is sent to the student's IEP manager. This process informs IEP managers about each student's current progress/performance at each training site. In addition, staff and parents can contact the central location and be relayed

Participant Disabilities
• All disabilities

Transition Planning Areas
• Employment

Ages Served
• 14-21

Size/Location of Community
• Metropolitan (St. Paul)

Quality Standards Emphasized

• A comprehensive personal transition file and action plan is developed for each student and given to them to use after high school

• Transition goals are based on student needs and desired adult outcomes.

• Current level of performance is determined by situational/environmental assessments that include student experience.

information on any or all of the training a student has experienced over the years. In the future, the district would like to train and hire students with disabilities to enter the data.

A committee of personnel from a variety of disciplines developed the Curriculum Based Transition Assessment for the district. Committee members included county case managers, a DRS counselor, guidance counselors, work experience coordinators, a vocational teacher, a vocational evaluator, a special education facilitator, placement specialists, administrators, employers, job coaches, educational assistants, an occupational therapist, and a parent. Many of these members are also representatives on the St. Paul Community Transition Interagency Committee. Ideas and responsibilities are shared among these committees. This group worked together to develop a standard assessment form, plan the procedures, implement strategies, provide staff training, and develop an evaluation process. The committee meets monthly and is still actively involved with all decisions regarding Curriculum Based Transition Assessment.

In addition to the committee, there are hundreds of staff involved throughout the district who complete and turn in the rating forms. The strength here is that the staff person most directly involved with students is performing the assessment instead of a work evaluator coming in for a day or so to evaluate student performance. All staff will receive training on how to do the assessment in the fall of 1991 during the opening week inservice activities.

The role of the vocational evaluator is to develop sites, train staff at each site to use the Community Based Transition Assessment process and form, and manage the collection and distribution of data.

• Results

At the end of the 1990-91 school year, the committee will distribute a survey asking all staff involved what they like about Curriculum Based Transition Assessment, what they dislike, what they want to change, etc. Suggestions for improvement will also be solicited. In addition, the committee will evaluate whether they have met their objectives as identified in the planning stage.

• Comments

It is helpful to get many people involved with the initial development of the standard rating form, procedures, etc. The assessment has a better chance for success when it is a process that was developed "by the people, for the people". It should not be a directive put upon staff by an edict from above. The committee received and valued equally opinions and ideas from administrators and "common folk" alike. To maintain an efficient data base, an appropriate computer and software is essential. A healthy paper budget is also recommended.

An excellent resource is Robert Stodden's book Curriculum-Based Vocational Assessment: A Guide for Addressing Youth with Special Needs, which is a guide to this type of assessment.

11 On Track: Student Planning Workshops

Intermediate School District #287
1820 N. Xenium Lane, Plymouth, MN 55441
Contact: Jeanne Eddy, (612) 550-7148

• Overview

On Track is a school sponsored workshop that helps students plan for their futures by learning how to set goals that direct their lives. It began in the Wayzata, Minnesota, school district as "On Track", and has been so successful that it has been replicated by two other Minnesota districts under the names "Dare to Dream" (Robbinsdale School District) and "Take Charge of the 90s" (Eden Prairie School District).

• The Need

Teaching students how to plan ahead for their transition from school to adult life is a major undertaking. Even adults have problems with goal setting and making long term plans. Within the school system teachers have many in-services and other staff development activities in order to learn to do this kind of planning in their own work. Staff in the Wayzata school system decided to replicate the inservice model with "student development" activities.

• Meeting the Need

The On-Track workshops were held outside the school in church auditoriums. Students were transported to the sites by bus from their home schools after reporting in to homeroom or their first hour class. Upon arriving at the workshop, students were provided with a continental breakfast and had a brief time to "mill around" and visit.

The one-day student workshops included a dynamic speaker who related well to students. The presenter worked with the students in a large group, leading them through steps of short term and long term planning. The students were next randomly divided into small groups to work on individual plans under the direction of a group facilitator. Students used their own Individual Education Plan (IEP)/transition plans in these sessions. After lunch, students returned to the large group for their final interaction with the presenter.

The workshop was planned by school transition steering committees. Community resources (Chamber of Commerce, Rotary Club), were contacted and asked to provide financial or other assistance. Costs were shared by special and vocational education and the community. Workshop facilitators and support staff included vocational and special educators, counselors, foodservice workers, parents, and some Rotary Club members. Administrators were invited to introduce the program and to observe.

• Results

The On-Track workshops were so successful that the program has been replicated in two other school systems. For all systems, 95% of the eligible students attended the workshops, and student evaluations were at least 90% positive about what they had learned and how they had been treated. There has been good carry through into the school classrooms because the teachers assisted in workshop planning. The Rotary Club, in addition to making a

Participant Disabilities
• All disabilities

Transition Planning Areas
• All

Ages Served
• 14-21

Size/Location of Community
• Multiple suburbs

Quality Standards Emphasized

• Students, along with their families/ advocates, are included and involved in the IEP/transition planning process.

• Transition planning acknowledges each student's total life experiences.

• Students receive training to increase awareness of their strengths and limitations and to attain skills in self-advocacy.

financial contribution, expressed a growing respect for the teacher's job after working as group facilitators themselves.

• Comments

Any district could replicate a student planning workshop. As with any workshop, planning needs to take place well in advance with attention paid to the size of the group and available facilities. Replication of these workshops would include the following steps:

- **Solicit support** from special education and counseling staff.
- **Plan the focus** of the workshop and time frames.
- **Contact** the primary speaker.
- **Solicit funding** (Carl Perkins money, donations from groups such as the local Chamber of Commerce, Lions Club, Rotary Club, and advocacy organizations).
- **Arrange** the location, food, equipment, and other details.
- **Select and train** workshop facilitators.
- **Send information** about the workshop to parents and students. Prepare students to participate.

12 Banking and Money Management Curriculum

Hastings Senior High School
11th & Pine, Hastings, MN 55033
Contact: Susan Dugan, (612) 437-6111, ext 361

• Overview

The Banking and Money Management Curriculum for students with moderate to severe developmental disabilities combines the use of pay received during vocational training with community based instruction in banking and money management. It allows students to experience the natural sequence of work, payment, banking, and budgeting money with frequent practice and individualized instruction.

• The Need

Four years ago students with moderate to severe developmental disabilities began attending Hastings Senior High School. The curriculum focused on integration, functional academics, and life skills. As part of the life skills curriculum students performed jobs within the high school including assisting in the office, filling pop machines, school cleaning and maintenance, and assembling fliers for athletic events. They were not paid for these jobs, but learned general work habits such as following supervisor's directions, being punctual, accepting responsibility, and completing tasks. Skills in banking and money management were not being taught because students did not have a regular income from the jobs. Eventually, students received payment as they worked on jobs within the school and at community businesses, creating a need for financial management training.

• Meeting the Need

All students in this program have opened savings accounts at a local bank. Every other week, on payday, classroom time is spent instructing students in signing checks, filing out savings account deposit and withdrawal slips, planning community trips, and discussing money management strategies. The students travel in the community using city transportation. The first stop is the bank, followed by either lunch at a local restaurant, shopping, or an outing at a recreational facility.

A special education teacher and vocational work experience coordinator staff this program. The teacher develops classroom banking and money management activities and arranges community training. The coordinator locates and supervises students on jobs. In addition to the five students currently involved in this program, the work experience coordinator also supervises the vocational training experiences of 17 other students with disabilities.

• Results

Student progress is evaluated on an individual basis using task analysis checklists for each skill being taught. Students are rated according to their independence in performing each task. The benefit to students is immeasurable. Participating students have gained a sense of pride and accomplishment from their jobs as well as an understanding of acceptable work behaviors and attitudes. They have been able to experience receiving a check for their work and are learning banking and money skills.

Participant Disabilities
• Developmental disabilities

Transition Planning Areas
• Employment
• Home living
• Community participation

Ages Served
• 14-21

Size/Location of Community
• Town (5,000-25,000)

Quality Standards Emphasized

• Transition planning acknowledges each student's total life experiences.

• Current level of performance is determined by situational/environmental assessment that include student experience.

• IEP goals address life skills that are taught in natural environments.

• Comments

To be successful, this type of program must be promoted and supported by the school administration. Students must work at real jobs for real pay. Area banks need to be checked out to find one that will waive the service fee for cashing checks. Class time should be set aside each week to plan community outings and to discuss and reinforce banking and money management skills.

13 Agencies and Business Linked for Employment

Moorhead High School
2300 4th Ave. South
Moorhead, MN 56560
Contact: Marilyn Larson, (218) 236-6400 x219

• Overview

Agencies and Business Linked for Employment (ABLE) is an interagency collaboration between Minnesota and North Dakota that is creating a unified approach to reducing employment barriers. The group has addressed issues and made recommendations in regard to accessing assistive technology, job adaptations and/or modifications, and concerns employers have about the Americans with Disabilities Act. It is the purpose of ABLE to meet the needs of any individual who experiences barriers to successful employment, including an individual's environment and/or disability.

• The Need

Fargo/Moorhead is a unique community in that the North Dakota and Minnesota border divides the two cities. Not only does the border create problems in regard to understanding state and federal funding issues, but it also increases gaps in communication between agencies. There were several employment opportunities in these communities, but without a unified effort businesses were being approached too frequently by job developers (with limited success) and the clients' best interests were sometimes overlooked. A change had to be made from a competitive approach to a collaborative approach.

• Meeting the Need

Three representatives from school and adult service agencies met with three representatives from the business sector and discussed the issues. The initial meeting, held in April, 1990, included representatives from Rural Minnesota Concentrated Employment Program (CEP), Freedom Incorporated (independent living center), Moorhead Public Schools, and the Moorhead Chamber of Commerce. The second meeting included two representatives from the business community.

The primary concerns that employers expressed were the overwhelming number of job developers approaching them and the resulting demands on their time. ABLE has remedied this while increasing employment opportunities for students with disabilities.

The mission of the ABLE task force is to ensure that community agencies addressing job training skills work together in the development of a system to promote job opportunities for individuals with employment barriers through mutual sharing of job leads, ideas and expertise; coordination of job development; and expansion of employer and community understanding and participation. The group's goals are to maximize the vocational potential of individuals with employment barriers, to formalize cooperative working relationships between agencies that provide services to individuals with employment barriers, and to promote cooperative working relationships with businesses that provide opportunities for individuals with employment barriers.

Participant Disabilities
• All disabilities

Transition Planning Areas
• Employment

Ages Served
• 14-21

Size/Location of Community
• City (over 25,000)

Quality Standards Emphasized

• Transition team members are informed, creative, and committed to collaborating for student success.

• Transition goals are based on student needs and desired adult outcomes.

• IEP goals address life skills that are taught in natural environments.

BEST COPY AVAILABLE

Strategies the group has used include: development of an interagency assessment system to determine interests and abilities of individuals with employment barriers; regular sharing of job leads, coordination of job development, and positive promotion of ABLE by all participating agencies; informational meetings with direct service staff; development of a promotional campaign to inform, support, and reward business partners; and involvement of the business community in promoting ABLE's mission. Meeting sites are rotated among various members and agency information is continually shared.

• Results

Success has been determined by monitoring the attendance of participating agencies at monthly meetings. Members are all striving to achieve the same long range goals and objectives and are committed to working collaboratively. Attendance averages about 90% at each meeting, with an "active participation" factor of 100%. By working collaboratively, the task force has been able to share information with students/clients and their families about referrals, community vocational assessment, post-secondary options and support services, career planning/development, and combined secondary/post-secondary employment support.

• Comments

This approach can be replicated when two or more people are willing to communicate effectively and dare to make a change.

14 Transition Planning at Eden Prairie High School

Eden Prairie Schools
17185 Valley View Road, Eden Prairie, MN 55346
Contact: Kathy Palmer, (612) 934-6900 or 937-7039

• Overview

The special education staff of Eden Prairie High School has, over the past four years, shifted priorities to a more comprehensive transition program that includes self-advocacy, career exploration and assessment, awareness of resources, and preparation for adult living. The population of students with disabilities at Eden Prairie High School averages 125-150 for grades 9-12.

• The Need

Eden Prairie High School is a typical suburban high school. The special education staff has grown significantly over the last 15 years from one to twelve current staff members. In the early years there was much focus on and enthusiasm for new teaching strategies for persons with disabilities. This continued into the 1980s as students with disabilities were first removed from regular classes and then later mainstreamed back into the regular classes. Throughout this time the goal was always graduation. This milestone was never questioned as a worthwhile accomplishment, but over the years the staff grew increasingly aware of the difficulties graduates with disabilities were having in their adult lives. Former graduates returned up to six years later to report that they were delivering pizza or had dropped out of college because they could not compensate for their disabilities. To address this problem Eden Prairie has reshaped its approach to transition planning to comply with state and federal transition mandates.

• Meeting the Need

Transition planning in Eden Prairie High School involves parents, students and special education Individual Education Plan (IEP) managers. It begins in 9th grade when a transition questionnaire is included with the IEP meeting invitation. This questionnaire encourages parents and students to think about future goals concerning living options, education, vocational training and anticipated needs for accommodations and support. The questionnaire is reviewed and updated each year, with attention focused on current transition needs. Parents are also given a resource book at IEP meetings that includes contacts and services for many post-secondary training options in the state and a guidebook of agencies serving people with disabilities. Students keep track of their high school activities in a personal transition file. This file tracks hobbies, assessment results, work experience, future goals, and credits toward graduation. Assessments range from formal instruments (9th grade: IDEAS Interest Inventory and Murphy-Meisgeier Personality Test; 10th grade: Career Assessment Inventory; 11th grade: 20 hour career assessment through the assessment service at Hennepin Technical College) to self-directed inventories that include a transition assessment focusing on skills in the five transition planning areas (community participation, home living, recreation and leisure, post-secondary training, and jobs and job training). This assessment is reviewed by students yearly to determine new skills acquired during the previous year. A skill

Participant Disabilities
• All disabilities

Transition Planning Areas
• All

Ages Served
• 14-21

Size/Location of Community
• Suburban

Quality Standards Emphasized

• Students, along with their families/advocates, are included and involved in the IEP/transition planning process.

• A comprehensive personal transition file and action plan is developed for each students and given to them to use after high school.

• At age 14 or 9th grade, adult outcomes in the areas of home living, jobs and job training, post-secondary education, community participation, and recreation and leisure are addressed on the IEP and goals are developed and implemented in all documented need areas.

inventory asks students to review skills in the areas of reading, math, writing, study skills, vocational and social skills. This inventory identifies strengths and weaknesses and gives ideas about how to compensate for difficulties. Students provide information from their file to adult support agencies such as county social services and the Division of Rehabilitation Services. Sharing assessment results has reduced duplication between agencies. These agencies and others, as appropriate, are also involved in transition planning meetings.

Students role-play situations to practice advocacy skills for use with employers, teachers, and other adults. Guest speakers are invited to talk to students about areas of independent living and careers (i.e., finding an apartment, banking, different occupations). Students also visit post-secondary schools that they may be interested in attending.

The personnel involved in implementing this program include a case manager, transition facilitator, parents, and students, with occasional input from counselors and psychologists. The special education staff meets monthly to discuss transition issues and provide suggestions on implementation. Their openness and commitment in developing the transition components is crucial to the program's success. The transition facilitator arranges assessments, provides resources, and schedules outside people for attendance at IEP/transition planning meetings.

• Results

This is the first year that all phases of the program have been in place so it is difficult to assess progress. The school is currently completing a post-school follow-up study including students from last year. The general feeling toward the program is one of optimism. Many parents have expressed their appreciation with the increase in services for transition. Former students returning to visit have also stated they feel better prepared to succeed in post-secondary settings.

• Comments

This strategy can easily be adopted in other areas of the state. Some of the local resources may change but many of the needs will remain the same. The following areas need to be addressed by staff in putting together a transition program: transition goals, assessment, career counseling activities and dissemination of local resources. School staff should be closely involved with program development. It would be helpful to build pieces of the program slowly and evaluate as it grows.

15 Personal Transition Information Management System

Intermediate District #287, Hennepin Technical College
3915 Adair Ave. N., Crystal, MN 55422
Contact: Kathy Lettas-Cornwall, Darla Jackson,
Barbara Renman, or Teresa Schrempp, (612) 535-2015

• Overview

The Personal Transition Information Management System (PTIMS) is a process through which students directly select transition resource information pertinent to their individual needs. It is ongoing in nature, evolutionary in process, and totally individualized. The desired outcome is for students to leave public education with the skills and knowledge necessary to manage their own system. The system is activated for students with disabilities at age 17 or no later than two years before leaving school.

• The Need

Quality transition planning is essential for a student to move and integrate successfully into living and working in the community. Many of the Community Transition Interagency Committees have developed resource directories for use in transition planning for individual students. While the directories serve a purpose for some students, others may find it overwhelming and difficult to identify agencies and services to meet their individual needs.

The Personal Transition Information Management System (PTIMS) began on a small scale in 1989 with a student information file box used to assist graduating students in simply storing personal information/documents. However, due to the ever changing nature of transition, there was a need to expand upon this idea. This expansion needed to incorporate the following basic premises: Students needed to learn how to utilize the files as an on-going process; a system needed to be developed to supply necessary information initially, and be updated on a regular basis; a master file of categories and information needed to be developed as a resource pool; staff needed to be designated to manage the system in school; and in some cases, persons needed to be identified to assist students in managing their file after leaving high school. As a result, the Personal Transition Information Management System was developed.

• Meeting the Need

The two major components of the PTIMS are the master file and the personal student file. The master file includes nine sections corresponding to the nine sections included in the student files. These are color-coded for easy identification. Categories included in the system are: personal information, school records, financial, residential, medical, vocational/work, recreation/leisure, transportation, and advocacy/support services. The master files include simplified explanations of the sub-sections as well as pamphlets, fliers, brochures, and other pertinent information. All of these materials are stored in three-ring binders with each page encased in a pocket-style plastic-protector. This allows photocopying of information for the individual student files. New items can be added to the system with ease. Some of the resources used in development of the master file include: *Community Transition Interagency*

Participant Disabilities
• All disabilities

Transition Planning Areas
• All disabilities

Ages Served
• 14-21

Size/Location of Community
• Multiple suburbs

Quality Standards Emphasized

• Students, along with their families/advocates, are included and involved in the IEP/transition planning process.

• Students receive training to increase awareness of their strengths and limitations and to attain skills in self-advocacy.

• A comprehensive personal transition file and action plan is developed for each student and given to them to use after high school.

Committee Resource Directory, First Call for Help (United Way community resource guide), *Guide to Public Assistance Programs, County Annual Report and Directory of Services, Personal Futures Planning, Minneapolis Handbook of the Streets, Minnesota Guidebook to State Agency Services*, and PACER's *Students in Transition Using Planning*.

The personal student file box consists of a hard plastic case purchased from any office supply store. The case holds manila file folders that are color coded and divided into as many of the nine major sections from the master file as pertain to an individual student. Included in the student's file is a telephone/address book to record phone numbers, and a plastic holder to protect the numerous business cards given to the individual by the various service agency representatives. Students use their file box in classes such as Independent Living, Transition, and Banking; at Individual Education Plan (IEP) conferences; and as vocational changes arise. This allows students to practice using the system so that they can use it after leaving school. The personal student file is assembled by determining with the student pertinent categories and subcategories and gathering information from the student, master file, and/or other sources. This process involves specific tasks for the student to complete such as obtaining a copy of their birth certificate, applying for Medical Assistance, calling agencies for information, etc. Students then continue to add to and update their filing system based on changes occurring in their lives.

The concept of "self-management" is emphasized with many of the students, although some will always require assistance. Therefore, upon leaving school, the staff recommend options as to appropriate person(s) to assist students in utilizing and updating their file box. A parent/guardian, family member, social worker, or other advocate is trained on usage of the file box at an IEP/transition planning meeting, and will encourage the student to use it after leaving school. If at some point in the future this individual can no longer assist with the file box, they are to pass on the responsibility.

Staff are designated to manage the system and contribute new and updated information. These staff include vocational work experience coordinators, transition specialists, special education IEP managers, and special education instructors. All materials are dated when received or updated. Copies are housed at convenient locations and information is entered into the computer data base and dispersed to these locations by a central clerical support person.

• Results

The success of this system will be determined in future years through use of an annual follow-up study of former students. Verbal feedback from students, parents, and personnel has been very positive. Staff have appreciated the easy accessibility of the master file. American Guidance Service is considering the system for future publication.

• Comments

The system can easily be replicated and adapted for various school programs. For smaller school districts with more limited clerical support information could be hand written, typed, or even photo copied from resource directories for the master file. Updating and file management may be assigned to a classroom teacher or the district transition facilitator. The system works just as easily for 5, 20, or 50 students. The emphasis is that it is a process. The process yields the product. It is important to keep in mind that the product will vary based on location (urban vs. rural) and resources available.

16 Natural Environment Training Program (NET)

St. Paul Public Schools
1930 Como Ave., St. Paul, MN 55108
Contact: Ron Peterson, (612) 293-5379

• Overview

The Natural Environment Training Program (NET) is an educational program that was developed as an alternative to regular summer school. The program was designed to serve students age 14-21 who have visual impairments and would initially require a hands-on format for acquiring new skills. This cooperative effort between the St. Paul Public Schools and State Services for the Blind is based on the premise that it is critical for students to develop and practice life skills in the actual environments or settings in which the skills are to be used.

• The Need

The ability to transfer and generalize skills learned in the classroom is difficult for many students. Research has indicated that students who have disabilities can find the application of skills to the "natural environment" a very difficult and frustrating experience. To address this problem, the NET program created community classrooms through which students participate in skill training in the local community.

• Meeting the Need

The goal of the NET program is to provide students with many opportunities to access environments that will be a regular part of their adult lives. Potential students for the program are identified and referred by counselors from Minnesota Services for the Blind. Prior to beginning the program, a parent survey and interviews with parents and students are used to gather critical information about the student's previous training and skill acquisition. School records are also reviewed and school staff interviewed to gather additional information.

During the first two weeks of the program information about student performance is recorded. A student profile is then completed using the five transition areas. Goals and objectives are developed with each student and regularly monitored. The NET program offers students opportunities to develop new life skills and to try out skills previously learned in other educational settings.

A goal of the program is to assist students in realizing their potential for functioning in the local community. The local bank, the YMCA, and the city bus system are just a few of the community training sites that have been used. The vocational exploration experiences have also used many local sites. NET also provides information about skills that would be important to address in the future. This information provides a foundation for the development of goals and objectives to be addressed on future Individual Education Plans (IEPs). An additional program goal is to provide parents with an increased awareness of the critical life skills that their son or daughter has acquired and the level of independence they have achieved.

Participant Disabilities
- Visual impairment

Transition Planning Areas
- Employment
- Home living
- Community Participation
- Recreation/leisure

Ages Served
- 14-21

Size/Location of Community
- Statewide

Quality Standards Emphasized

- Transition planning acknowledges each student's total life experiences.
- At age 14 or 9th grade, adult outcomes in the areas of home living, jobs and job training, post-secondary education, community participation, and recreation and leisure are addressed on the IEP and goals are developed and implemented in all documented need areas.
- IEP goals address life skills that are taught in natural environments.

The NET program has a unique staffing pattern. Direct service staff include a program coordinator, a worksite placement specialist, an orientation and mobility specialist, an independent living skills specialist, and job coaches for the community sites. Residential staff (the program can house four students) include a houseparent and an assistant. The staff function as an integrated team. After the first three weeks of the program, staff involvement in day activities is reduced as program goals and objectives are developed and regular daily routines are established.

• Results

An evaluation system has been implemented to assess the effectiveness of the NET program and to keep it responsive to new ideas. Student goals are reviewed for individual progress toward identified objectives. An important outcome so far is that most students have been able to access additional community and vocational programs during the school year. It appears that the community sites have allowed the students an opportunity to develop and demonstrate unique skills and abilities that could not be assessed in the classroom setting. A parent and student evaluation is sent home at the conclusion of the program, and an evaluation is sent to the various community sites, as well. A frequent response on parent evaluations has been that their son or daughter appeared very proud of their accomplishments and seemed to have developed a stronger feeling of self-worth.

• Comments

To develop a program such as this it is important to allow considerable lead time. It might be beneficial to create a mini-project or pilot program during the first year of operation. Some suggested steps to consider in establishing the program are:

- **Obtain administrative support** for exploring program possibilities.
- **Consider forming a committee** or task force of interested persons, including parents and students, to develop an initial program concept.
- **Consider using an informal needs assessment** to gain additional information and support for the program concept.
- **Review the information** gathered with administration representatives; formulate a program description and tentative budget.
- **Explore funding alternatives** based on the program description and budget.
- **Meet with local administrators** from education and cooperating agencies to design the program and funding.

17 Employment Practice Program

Clay County Diversified Services, Inc.
1503 1st Ave. N., Moorhead, MN 56560
Contact Donna Schneider, (218) 233-8657
or Sue Severson, Moorhead State University,
(218) 236-3527

• Overview

Clay County Diversified Services, Inc. (CCDSI) is a day-training and habilitation program that provides vocational and residential services to adults with developmental disabilities. The agency has developed a time-limited community assessment model, called the Employment Practice Program, which is accessed by area high schools. The purpose of the program is to assist young adults with disabilities and their transition planning teams in identifying vocational strengths, abilities, and suitable community jobs. The assessment is given to students, ages 16-21, who have been identified in the public schools as having mild, moderate, or severe disabilities and other secondary disabilities.

• The Need

Vocational education is a key element in the transition planning process. For persons with developmental disabilities, the "best practice" in vocational education is training and assessment within integrated employment sites. The status quo of providing paper assessment and vocational training in classroom settings has been the result of limited rural school resources and personnel. This was a problem for the five school systems located in Clay County.

Previous to the initiation of the cooperative assessment model, transition planning was either very limited or did not exist, ending all school responsibility at graduation. The involvement of adult service providers began when young adults entered their programs. There was no bridge linking the two systems together. Two possible causes for the lack of cooperation and coordination were the rural nature of the settings and the providers' protection of their own interests. Individual empowerment through choices and decision making were virtually nonexistent. For example, young adults with developmental disabilities exiting the local school system were automatically referred to a segregated day program without regard to their previous opportunities and experiences. Adult providers only knew the young adults by the written materials provided by the school system, and there were few follow-up visits from school personnel. The result was delayed community employment and training for the young adults. A systemic change was needed, so the Community Transition Interagency Committee discussed the issues.

• Meeting the Need

The on-site assessment consists of working half-days for one week at each of four job sites selected by the young adult. Once the four business sites are established, the young adult and their team are invited to visit each site to learn about the business and job requirements of the particular position. To ensure consistency, the entire assessment is completed by one evaluator who is responsible for task analysis and gathering input from the young adult. The task analysis is used to determine the percentage of skills which the young adult is able to perform and the level of assistance required to complete the job.

Participant Disabilities
• Developmental disabilities

Transition Planning Areas
• Employment

Ages Served
• 14-21

Size/Location of Community
• County (largely rural)

Quality Standards Emphasized

• Appropriate agency personnel are actively involved in each student's transition process.

• Transition goals are based on student needs and desired adult outcomes.

• Current level of performance is determined by situational/environmental assessments that include student experience.

A screening form evaluates the person's characteristics such as strength, stamina, and rate of work. A final evaluation summarizes information regarding performance at each job site and includes recommendations. At the end of the four week assessment, the data is analyzed and a written and verbal report presented to the young adult and team members to develop a plan of action for future vocational services. Additional vocational experience is provided through local high schools and technical colleges.

Personnel who support this program are Division of Rehabilitation Services counselors and County Social Service case managers. These professionals and the programs they represent provide the referral and funding for the service. Special education teachers in the local school systems provide the lists of young adults needing vocational assessments. The Community Transition Interagency Committee developed the Interagency Agreement and CCDSI's Board of Directors provided resources for the services. The agency provides the staff to implement the on-site assessment and serve as active members of the Community Transition Interagency Committee and individual transition planning teams.

• Results

One of the benefits of this cooperative model is that the adult service agency, by doing the assessment, becomes familiar with possible referrals prior to graduation. This familiarity decreases anxiety and facilitates planning for student, parents and providers, resulting in a smoother and more comfortable transition. Of the 21 students who have received a vocational assessment through the Employment Practice Program, 15 now hold regular jobs.

• Replication

Clay County Diversified Services, Inc. developed the Employment Practice Program to meet the assessment needs of their clients. Area schools chose to access the existing services to avoid the high costs of developing their own programs and to minimize duplication of programs. Cost, however, is only one of the limiting factors for small districts in developing their own assessment programs. Another influence is the limited number and variety of possible assessment sites that can be developed in small communities. CCDSI, which is located in a larger community (Moorhead), has a variety of possible community assessment sites.

18 Vocational Outreach Services Summer Work Program

Intermediate District #287, Hennepin Technical College
1820 Xenium Lane, Plymouth, MN 55441
Contact: Lezlie Yerich Ingvalson, (612) 550-7210

• Overview

The Vocational Outreach Services (VOS) Summer Work Program is a collaborative effort between Intermediate District 287, located in the western suburbs of Minneapolis, and the Summer Youth Employment and Training Program (SYETP). VOS staff develop entry level jobs and provide different levels of student support at a variety of sites within the community. SYETP provides the salary for students placed in nonprofit organizations through federal funds earmarked for special populations.

• The Need

Each year, Individual Education Plan (IEP) teams in local districts identify two groups of students needing work experience. One consists of students that, for a variety of reasons, are not in work experience programs in their local junior or senior high schools. Another is a group of students that are in work experience programs and are identified as needing additional work experiences. Vocational Outreach Services in Intermediate District #287 responded to these needs by providing a summer work experience program.

• Meeting the Need

Students with disabilities ages 14-21 who have not graduated and who are unable to obtain and maintain a job on their own are eligible for the program. The majority of the participants have mild/moderate disabilities. Students from both member and non-member districts of Intermediate District #287 can participate.

Students are placed in jobs that match their capabilities at worksites integrated within the community. Students' interests are taken into consideration, but due to the large number requesting jobs and the types of jobs available, they do not always receive their first choice. Students typically work four hours per day, four days per week, with local school districts providing transportation. The program runs for six weeks. VOS staff collect data on work behavior and skills and provide local district staff with a comprehensive assessment on each student. The types of work arrangements available include:

- **Large group work sites** (10-15 students) with close supervision/direction by VOS staff. More than one vocational trainer is at the site at all times. The emphasis is on appropriate work behavior.
- **Small group work sites** (4-10 students) with direct VOS supervision, but less direction needed than above. Emphasis is on appropriate work behavior and improvement of production, speed, etc.
- **Individual placement** at a nonprofit site monitored by VOS staff. Staff are available if problems or concerns arise, but the employer is responsible for supervision. These students have fairly good work behaviors but need some school support.

Participant Disabilities
• All disabilities

Transition Planning Areas
• Employment

Ages Served
• 14-21

Size/Location of Community
• Multiple suburbs

Quality Standards Emphasized

• Transition team members are informed, creative, and committed to collaborating for student success.

• Transition goals are based on student needs and desired adult outcomes.

• Current level of performance is determined by situational/environmental assessments that include student experience.

- **Monitoring service** by VOS staff. These students already have a job and need summer follow-along by a vocational trainer or work experience coordinator.

Program personnel include the following:

- **Summer Program Coordinator** (certified special education teacher with vocational licensure): informs school district special and vocational education staff of availability of and procedures for VOS Summer Work Program; acts as a liaison between employers, Summer Youth Employment Training Program, schools, parents and students; processes student referrals; develops work sites; hires, inservices, and supervises vocational trainers; and disseminates vocational assessments.
- **Vocational Work Experience Coordinators** (certified teachers with vocational licensure): develop work sites; act as liaisons between employers and students; visit work sites regularly to meet with students, vocational trainers, and employers.
- **Vocational Trainers** (paraprofessionals who receive training through #287 and other agencies): teach students work behaviors and work skills on the job; assess students on work behaviors and work skills.
- **Teachers** (special education certified): assigned to large group sites to work with vocational trainers teaching students work behaviors and skills, and doing vocational assessments.

• Results

The success of the program has been shown by its consistent growth. Many students return year after year; news of their success has spread, resulting in new students applying each year, as well. The program started in 1985 with one group site and 15 student workers. In the 1990 summer work program, VOS served 109 students from 16 school districts at 35 different worksites. One hundred eighty students are projected for the summer of 1991. It is anticipated that about 25-35 of these students will have mild to severe physical disabilities, 30 students will have hearing impairments, 5 will have visual impairments, and 20-25 will have behavior disorders. Many of the students have multiple disabilities. Approximately 55 worksites will be utilized.

Local work experience coordinators and special education teachers state the assessment data is beneficial as they participate in student planning. Students learn valuable work skills and behaviors that they can generalize to future vocational experiences. They are able to have a paid work experience that they can refer to when they fill out future job applications, write resumes, and plan for their own long range goals. Participating employers request the program year after year and are promoting it to business acquaintances. Employers that initially were hesitant about working with students with disabilities have stated how they and others in their organization have become aware of the abilities of these students and are excited to be a part of their vocational training.

• Comments

Summer Youth Employment Program funding is available statewide. Priorities differ between Job Training Partnership Act (JTPA) service delivery areas. Schools/agencies that work with students with special needs ages 14-21 can develop a similar program in their area.

19 Summer Transition and Employment Program

Mankato Public School District #77
2600 Hoffman Road, Mankato, MN 56001
Contact: Terri Trexler, (507) 387-5671

• Overview

The Summer Transition and Employment Program (STEP) is a five-week summer school program for students ages 14-21 that offers basic skills classes with a practical vocational emphasis, work orientation classes, and a paid community job experience. STEP is a cooperative project between the special education and vocational education departments of Mankato Independent School District #77, Blue Earth County Job Training Partnership Act (JTPA), and Mankato State University, in Mankato, Minnesota.

• The Need

A secondary remedial summer school program had been offered for students with disabilities in District #77 for a number of years, but was not well attended. In this program, students were able to make up credit in English or Math. At a meeting of the Mankato Area Community Transition Interagency Committee, the new mandates for the Job Training Partnership Act summer youth program were discussed. Beginning in 1989, this program was required to measure and remediate basic skills of participating students who were given job training placements. With student preparation for transition and interagency cooperation being goals of both the school and JTPA programs, the Summer Transition and Employment Program was developed. It provided both programs with an opportunity to offer improved services to their students/clients, to work together to share expertise and achieve common goals, and to share funding while meeting their individual program mandates.

After a very successful first year, Mankato State University approached the program directors with a need of their own. Beginning in 1990, the licensing of special education teachers required practicum experiences with both secondary and elementary students. Previously, placement of teacher-trainees was limited to experience at the elementary level. So, in its second year, the STEP program was expanded to include the training of special education practicum students.

• Meeting the Need

Students in the STEP program attend classes for three hours each morning and work for up to four hours in the afternoon. Classes are taught by special education and vocational education teachers, assisted by practicum students in special education and vocational rehabilitation counseling at Mankato State University. The basic skills curriculum is individualized and developed according to the needs of the students, with recommendations from employers. The work orientation component includes job-finding and job-keeping skills, self-advocacy and social skills, and vocational assessment and counseling.

Students earn make-up credit in English and Math, while learning the skills needed to succeed vocationally. They also earn elective credit for their work experience, combined with the work orientation class, while learning the vocational skills needed to be successful employees. Each of the five transition areas are addressed in school and weekly site visits to post-secondary schools, businesses, places to live, and community service organizations reinforce the class material and provide experiences in the community.

Participant Disabilities
• All disabilities, plus disadvantaged (at-risk)

Transition Planning Areas
• All

Ages Served
• 14-21

Size/Location of Community
• City (over 25,000)

Quality Standards Emphasized

• Students receive training to increase awareness of their strengths and limitations and to attain skills in self-adovcacy.

• Current level of performance is determined by situational/environmental assessments that include student experience.

• IEP goals address life skills that are taught in natural environments.

Although all of the agencies involved have experienced budget cutbacks for the current year, participants are determined to keep the program alive and to expand its focus. There are additional components which may be added to the program to address other factors that can become roadblocks to students as they make the transition to adult life, such as health issues, pregnancy, chemical dependency, and counseling needs. An expanded multi-agency program will be offered in 1991 to serve students as well as their families, and will involve local businesses to a greater extent than in the past.

The program is cooperatively funded by all of the agencies involved. District #77 provides the building and supervision, bus transportation to and from school, materials, equipment, and the portion of teacher salaries reimbursed through state funds. JTPA contributes the remainder of the staff salaries, additional support for site visits, and wages for student employees. Mankato State University provides supervision for practicum students and a stipend to help cover miscellaneous costs. In the future, the program may also be housed at the University.

Thirty secondary students have been selected for the job placement component each summer on the basis of need (having the most qualifying barriers) within the following areas: Students in special education (mild disabilities), economically disadvantaged students, teen parents, students attending alternative high school programs (former drop-outs), Assurance of Mastery students, students with English as a second language, students on probation, students in foster care, and students with chemical dependency involvement. Older students are given preference for placement.

About 60% of the students in the program have Individual Education Plans (IEPs). All students placed on jobs are required to participate in the academic component. Regardless of selection for the job component, all applicants are invited to participate in the academic component for school credit. Students participating in the academic program only are placed on jobs as funds become available.

• Results

In two summers, 43 students earned additional credits toward high school graduation through the STEP program. Basic skills testing in reading, math, and spelling was completed with all students before and after the five-week summer program. Eighty-six percent of the students who completed the program improved their test results in at least one area.

Student attendance in school has been linked to eligibility to work in the afternoons, which has increased the attendance rate to near-perfect. Employment allowed students to explore areas of expressed interest. Students were able to experience a number of transition-related activities in the community, often for the first time. Evaluations completed by both students and parents expressed overwhelming satisfaction with the STEP program.

• Comments

Representatives from a variety of agencies are meeting regularly in Community Transition Interagency Committees throughout Minnesota to identify and discuss their programs, needs, budgets, and common goals. By pooling resources and working together, this type of program and others can be created to provide improved services to students at a lower cost to each agency than operating independently.

20 WORC Transition Program

Winona ORC Industries
1053 East Mark St., Winona, MN 55987
Contact: Ann Nelson, (507) 452-1855

• Overview

WORC (Winona Occupational Rehabilitation Center) maintains a cooperative relationship with high schools in the Winona, Minnesota, area. Through this collaborative structure, WORC has developed vocational training sites in community settings for high school students with disabilities. Coordination and communication with school personnel take place through job coaches who are assigned to work with students. The goals of WORC's transition program are to increase students' job skills, positive behaviors, and high school attendance rate, and to minimize the drop out rate.

• The Need

In the mid 1980s, Winona Senior High School special education teachers started assisting students in finding jobs in the community. It was recognized that more students needed work experience and training. To meet this need a grant application was made. In 1986 a Private Industry Council Grant addressing transition was awarded cooperatively to Winona ORC Industries, a vocational rehabilitation center, and Independent School District 861. Through trial and error areas such as funding were addressed. The funding source for the program changed from a grant, to the Division of Rehabilitation Services (DRS), to a cost-sharing agreement between DRS and the school districts. Currently, both DRS and the school district reimburse WORC at a daily rate for each student.

• Meeting the Need

The WORC program works with students 15 years of age and older who are enrolled in a secondary school program with a goal of graduating from high school. Students are trained exclusively in community settings, while the school program covers all in-school curriculum. Types of training currently include clerical, light and heavy assembly, small machinery, housekeeping, dishwashing, janitorial, cleaning bowling lanes, and collating sales catalogs, with individual students alternating sites each semester. WORC helps students find jobs upon program completion or graduation. Workers receive employment support as needed throughout their career.

Students are referred to the program by their transition team. Eligibility depends on whether the student's disability can be documented by a physician, school psychologist, psychiatrist, mental health center, or treatment center. WORC currently serves high school students who have been diagnosed as having learning, developmental, or physical disabilities, or who have an emotional behavioral disorder. The transition program currently serves 33 students.

Many individuals keep the Transition Program going. The Transition Coordinator from WORC visits school and work-sites daily and participates in all Individual Education Plan (IEP)/transition planning meetings for students in the program as well as for potential students. The coordinator also gathers medical and psychological information directly from clinics through use of an

Participant Disabilities
• All disabilities

Transition Planning Areas
• Employment

Ages Served
• 15-21

Size/Location of Community
• City (over 25,000)

Quality Standards Emphasized

• Appropriate agency personnel are actively involved in each student's transition process.

• Current level of performance is determined by situational/environmental assessments that include student experience.

• IEP goals address life skills that are taught in natural environments.

information release form. The school districts employ 10 secondary special education teachers who select and refer students for vocational services. They grade the students' performances based on feedback from ORC staff. Two of these teachers are also certified as vocational work experience coordinators. They oversee ORC staff in the transition program and visit worksites to observe students. Also important in implementing this program is the support of the administrators at the high schools. The Supported Employment Program Manager assists in locating jobs, supervises the transition coordinator, coordinates services, and assigns students to case loads. There are also two job coaches who assist in training, supervision, and communication at worksites.

• Results

The program currently serves 33 students. It has taken four years of cooperation and negotiation for this transition program to blossom. Some of the key elements of success include working with school personnel who believe in vocational services and hard work; having a person in the Transition Coordinator position who is willing to make daily contacts with schools, families, group homes, and/or case managers; and having a DRS counselor who is willing to financially support this program, expand the services provided, and encourage the school system to share in the costs.

• Comments

Any school that has a local vocational rehabilitation center can replicate this program. Even small towns can have work crews or single job placements in community businesses. Replication begins with educating teachers, students, parents, and administrators about available services. Contact can be made either by the school or the rehabilitation facility. Money is the biggest issue, so looking at a variety of funding sources is important. It is also important to have administration at the rehabilitation center and school district who trust their staff in setting up and running a quality program. Other facilities should never be afraid to change the way the program is run from year to year. There always seems to be a more creative approach.

21 Family Networking in the Transition Years

PACER Center, Inc.
4826 Chicago Ave. S., Minneapolis, MN 55417
Contact: Patricia Matuszak, (612) 827-2966

• Overview

Family Networking in the Transition Years is a federally funded demonstration project for the years 1989-1992 conducted by Minnesota's PACER Center (Parent Advocacy Coalition for Educational Rights) in cooperation with the Institute on Community Integration, University of Minnesota. The goal of the project is to maximize independence in the community for persons with disabilities through improved family planning and networking during the transition years.

• The Need

The project addresses the continuing problem of youth with disabilities who exit public education programs, but do not move into employment or adult life within the community despite the transition planning efforts currently in place in the state of Minnesota.

• Meeting the Need

This transition project, funded by the federal Office of Special Education and Rehabilitative Services (OSERS), focuses on engaging families in active planning for transition through effective networking strategies. The goals are to improve the capacity of families, including the student with disabilities, to be assertive and self-determined in their approach to transition planning and to advocate for services needed by the person with disabilities during the transition years and in adulthood. The design of the project incorporates various models or methods of networking that can offer families additional insight into their own networking capabilities and alternative strategies for securing needed programs and services.

The three networking models and goals of the project are as follows:

- **Level 1 - Family Networking Groups**: Establish a model for family networking within a community, enabling them to assist one another over an extended period of time (18 months) with intervention strategies related to barriers in transition. To date, 20 families in three Minnesota communities (Marshall, Cambridge, and Minnesota River Valley) have participated in project activities including individual interviews about areas of transition-related interests and needs; development of local transition directories; and networking sessions on basic transition planning, future planning, developing quality programs, and employment.

- **Level 2 - Community Member Forums**: Establish a model of networking through community forums designed to promote contacts and information exchange between families, including their youth with disabilities, service providers, employers, and other community members on specific transition needs. Community forums have been presented in each of the three family networking communities on topics such as employment, residential options, recreation activities, and transportation. Approximately 40-80 people in rural and urban communities have participated in each of the forums.

Participant Disabilities
• All disabilities

Transition Planning Areas
• All

Ages Served
• 14-24

Size/Location of Community
• Statewide

Quality Standards Emphasized

• Students, along with their families/advocates, are included and involved in the IEP/transition planning process.

• Transition planning acknowledges each student's total life experiences.

• Students receive training to increase awareness of their strengths and limitations and to attain skills in self-advocacy.

- **Level 3 - Individual Assistance:** To establish a model for assisting individual parents of family members who are isolated and inexperienced in networking to seek contact with others for problem solving and assistance. So far, 23 families have been provided assistance in developing formal and informal networking strategies. This level of assistance involves multiple phone contacts, provision of resource information, and accompanying family members, upon request, to educational staffings, county meetings, etc. These families are being introduced to community resources and have gained experience in initiating contacts for information and services.

Focus individuals involved in Level 1 have ranged in age from 14 to 24. All but one of these individuals are still in school. 62% of the individuals have moderate to severe developmental disabilities, 24% have mild developmental disabilities, and 14% are served in other special education programs.

The primary staff involved in the implementation of project activities are the Project Director, Project Coordinator, and a project staff person. These individuals develop all project materials, arrange Family Networking Sessions and Community Forums, provide presentations and training for group activities, provide individual advocacy and support for project participants, and administer and coordinate all aspects of the project. The project is also assisted by University of Minnesota personnel in the development of evaluation methods, evaluation instruments, and data collection.

• Results

Evaluation results suggest that while most participants initially entered the project with at least a moderate level of knowledge and skill in addressing transition related concerns, project participation provided supplemental information and a favorable environment for expanding this knowledge base and for extending networking skills and relationships.

Individual assistance has been provided to families of youth and young adults with a variety of disabilities and transition concerns. The majority of concerns related to securing appropriate educational services and programs. Consistent with project objectives to empower consumers to resolve transition issues, over 75% of PACER staff activities involved connecting participants with strategies, information agencies, or other individuals. At follow-up, families reported that the assistance provided by PACER staff had been helpful and that most of the original transition concerns had been resolved.

In response to the statement, "The most helpful aspects of the networking activities were...", parents have had the following responses:

- *"Knowing other parents have the same concerns and problems that we have."*
- *"Helping me know that my feelings about transition are normal."*
- *"Just being here and realizing that it is later than we think, and we have to really push for the right programs."*
- *"Listening to my brother talk about questions I don't normally ask him and for him to express his concerns about his life in the future."*

• Comments

Upon completion of this project, products will be developed for dissemination that will focus on strategies which have been found useful for transition planning by families throughout the project. In addition, project development

and implementation activities will be described to assist communities in replication endeavors.

General steps for replicating each of the levels explained above are:

Level I: Family Networking groups

- Contact local special education and human services to solicit support for the project and assistance in identifying families.
- Prepare informational packets on the project for dissemination to professionals and families in the community. Include a description of the project and an application form.
- Develop agendas, materials, group activities and presentation formats for transition networking sessions.
- Make site arrangements for networking meetings and establish meeting schedule
- Develop evaluation tools, methods, etc. for monitoring impact of the project and assessing participant satisfactions.

Level II - Community Forums

- Determine transition topic based on input from families involved in networking groups. (Level I) The topic should be relevant to the families' issues as well as to the community as a whole.
- Formulate issues to be addressed at the forum and develop format.
- Arrange for speakers, presenters, etc. with expertise pertinent to forum topics.
- Make site arrangements.
- Mail informational flyers to community members.

Level III - Individual Assistance

- Disseminate information about availability of advocacy and provision of technical assistance by project staff.
- Develop administrative system for the collection and recording of family information (i.e. intake and follow-up procedures).
- Provide assistance through regular phone contacts and attendance at transition staffings on an as-needed basis.

22 Senior Transition Semester Strategy

Mounds View High School
1900 West County Road F, Arden Hills, MN 55112
Contact: Nancy Larson or Patricia Nedoroscik,
(612) 633-4031 x 2270

Participant Disabilities
- Learning disabilities

Transition Planning Areas
- All

Ages Served
- 14-21

Size/Location of Community
- Suburb

Quality Standards Emphasized

- Students, along with their families/ advocates, are included and involved in the IEP/transition planning process.
- A comprehensive personal transition file and action plan is developed for each student and given to them to use after high school.
- Transition goals are based on student needs and desired adult outcomes.

• Overview

Mounds View High School's learning disabilities program serves students in grades 9-12 in a suburban high school setting. Students learn essential skills for a high school graduate in the semester-long transition course. Currently, the transition course is part of an elective class in study skills. There were approximately 65-70 students enrolled in this program in the 1990-91 school year. Of these students approximately 30 were seniors. The students served in this program are primarily students with learning disabilities who have an Individual Education Program(IEP).

• The Need

Approximately 10 years ago it became apparent that students with learning disabilities required more guidance and direction to develop viable plans for the movement to post-secondary environments. These students also needed a link to adult service providers. Because of this need several changes in curriculum were implemented to improve the transition process. A collaborative model was used, seeking input from counselors, parents, work coordinators, students, and teachers.

Initially the transition process simply included a career search and an attempt to match a post-secondary program with the career interests of each senior. About six years ago, assessment data, learning styles and values inventories, and student self-analyses became part of the transition program in order to broaden the base of information available to improve the selection of post-secondary settings. Additionally, folders with all assessment information were compiled and given to seniors who were encouraged to share the data with post-secondary service providers.

• Meeting the Need

The major focus of this transition strategy occurs during the senior year for students with learning disabilities. All seniors are scheduled as direct students for one semester and are reassessed early in the semester, typically using the Woodcock-Johnson-R complete battery, learning styles inventories, work values exercises, career exploration inventories, and a self-analysis inventory. During this course a student may also apply for special ACT/SAT testing and/ or register for taped textbooks.

Using the assessment data, students perform a self-analysis and become aware of their own learning and thinking strengths and limitations. Along with self-analysis, self-advocacy skills are developed using group discussion techniques. As students become aware of their own achievable goals, they may apply to institutions of higher learning or to job-skills programs.

Skills focused on in the transition course include: computer literacy, facility with word-processing systems, alternative approaches to notetaking, organization of materials, following written and spoken directions, and compensatory skills in individual deficit areas. Part of the curriculum is a

computer-adaptation of the University of Kansas IRLD language strategies. These strategies are used in various academic and behavioral skills, including facilitation of an Individual Education Plan conference, test taking, and development of mnemonic devices. In Minnesota, materials and training on these strategies are available through local Educational Cooperative Service Units (ECSUs). Other parts of the curriculum are adaptations of the Minnesota demonstration "Read to Excel" curriculum and the published HMS study skills strategies.

Toward the end of the senior transition semester, a senior transition folder is organized for each student. The purpose of the folder is to organize transition and reassessment data and provide a permanent record for senior students with learning disabilities. A formal report summarizing senior assessment data is written for each student by their case manager. In this report, the student's learning disability is verified, the high school program is reviewed, strengths and limitations are identified, and suggestions for accommodations needed in post-high school settings are made. Additionally, students are responsible for writing their own summary report using a self-analysis inventory. Both reports, a copy of the 12th grade IEP, a transcript, copies of senior assessment protocols, post-high school planning information, a synopsis of laws protecting adults with disabilities, and information about adult services for people with disabilities are included in the senior transition folder. Graduating seniors are then given their folder along with an explanation of its importance in post-high school educational and vocational settings. Students are cautioned to give adult service providers copies of senior transition folder data rather than sharing original information.

Students with learning disabilities who have dropped out of high school are sent a letter explaining their rights and options available to them. If a student indicates plans to drop out of school, a contact is made with a DRS counselor and a work coordinator who attempt to assist the student in finding suitable employment. Currently, the drop-out rate from this program is relatively low (less than 1%). However, this rate has reached as high as 20% in past years.

Personnel involved in this program include:

- **Special Education IEP Manager/Specialists:** assess/reassess, synthesize, teach transition curriculum, assist in formulating plans, and provide transition linkages.
- **Regular Education Teachers:** assist in postsecondary planning and investigate different career paths.
- **Vocational Work Coordinators:** provide exploration of career paths and employment opportunities.
- **Paraprofessionals:** assist with transition curriculum tasks and facilitate the completion of applications and reports.
- **School Nurses:** recommends adult service providers or outside agencies for health and physical concerns.
- **Chemical Dependency Counselors:** assist in locating and joining support groups in postsecondary settings and aids in recommending appropriate adult living situations.
- **Guidance Counselors:** assist in clarifying career paths and selecting postsecondary educational settings. They also provide financial aid information and process college application forms.
- **Adult Service Providers** in post-secondary educational settings (technical colleges, community colleges, and universities) advise students and

facilitate student entrance, registration, and accommodations. A list of current post-secondary services is provided in the booklet "Unlocking the Doors to Post-Secondary Education" and is available from the Higher Education Consortium on Learning Disabilities (HECLD), a local organization.

- **Adult Agency Service Providers (Division of Rehabilitation Services Counselors)** and other agencies involved in employment training and placement) discuss services and methods for obtaining services.
- **Students and Family Members:** complete assessments, synthesize information, apply to adult agencies, colleges, and/or jobs, and finalize post-secondary plans.

• Results

The immediate success of the transition process can be measured in terms of acceptance to post-secondary schools, contact with adult service providers, and suitable employment. Over the past two years, 100% of graduating seniors have met these goals.

Findings of a recent cost-benefit study indicate that on four measures of adult success -- employment factors, financial integration, education enrollment and social integration -- former students included in the program were as successful as their former regular education counterparts.

• Comments

In replicating this strategy, there are several steps that a school should follow:

- **Step one**: Seek out adult service providers and transition resources in community.
- **Step two**: Identify personnel important to the transition process and provide methods for collaboration.
- **Step three**: Survey the literature for "best practices" and well-researched curricular materials.
- **Step four**: "Sell" the transition course concept to students and parents.

Once the organizational structure is in place for the Senior Transition Semester, the transition course should be fairly easy to replicate in any part of the state.

23 Community-Based Vocational Assessment and Training Program

Intermediate District #287, Hennepin Technical College
1820 N. Xenium Lane, Plymouth, MN 55441
Contact: Lezlie Yerich Ingvalson, (612) 559-3535

• Overview

The Community-Based Vocational Assessment and Training Program is a multi-district program that offers expanded vocational training/assessment options for students through inter- and intra-district collaboration. The participating districts share job sites, vocational training, information, and, when feasible, student transportation. While each participating district shares resources with the other districts, each is also free to develop its own unique features for its program. Students in the program are typically 14-18 years old.

• The Need

Though Intermediate District 287 has been providing vocational services to member districts since 1985, transition facilitators were aware that most of their former students were unemployed or underemployed. The consensus was that students had not received adequate training opportunities to bridge the gap between their educational experience and the vocational skills an entry level employee must possess. There was a need for students to have a variety of community-based work experiences with on-site staff support for training and assessment throughout their secondary years. This would create additional opportunities to learn and practice desired work behaviors, and would increase the probability of securing a job after graduation. The transition facilitators decided to implement a pilot program during the 1988-89 school year, with assistance from Intermediate District 287. Since the initial thrust was use of a variety of community sites for assessment and training, the name of the project became, *Community-Based Vocational Assessment and Training Program.*

• Meeting the Need

A variety of community-based vocational training sites were developed cooperatively by Intermediate District 287, and the Osseo, Robbinsdale, Wayzata, St. Louis Park, and Brooklyn Center school districts. They included the service industry, packaging, and health care. Students eligible for the program are enrolled in high school and have an Individual Education Plan (IEP). They may have developmental disabilities; emotional/behavioral disorders; vision, physical or hearing impairments; or learning disabilities. The students' IEP teams have determined that they need vocational training and/or assessment. Students served typically have little or no work experience, have not been successful in obtaining a job, need extra support and training to learn job skills, have behaviors that interfere with keeping a job, and/or have a production rate that is not competitive.

When developing the sites, work coordinators make it clear to the employers that the students would be at the job sites for training and assessment, not long-term employment. Students work at each site for 10-12 weeks and performance data is routinely collected. At the end of the time period, members of the student's IEP team decide on the student's next placement. If vocational training is still a need, it may be provided at another job site, at the local school

Participant Disabilities
• All disabilities

Transition Planning Areas
• Employment

Ages Served
• 14-18

Size/Location of Community
• Multiple suburbs

Quality Standards Emphasized

• Transition team members are informed, creative, and committed to collaborating for student success.

• Current level of performance is determined by situational/environmental assessments that include student experience.

• IEP goals address life skills that are taught in natural environments.

or technical college, or by continuing training at the current site.

In addition to assisting in development of the work sites, Intermediate District 287 provides vocational trainers to work directly with the students at the work site. The trainers not only teach the skills needed for the job, but collect daily data on work habits and skills. This data is disseminated to the work coordinators and special education teachers on a weekly basis. The assessment data is integral to vocational and transition planning.

Personnel involved in the program include:

- **Community-Based Vocational Assessment and Training Coordinator**: a certified teacher with vocational licensure who facilitates the operation of the program, assists with job development, assigns and supervises the vocational trainers, and disseminates assessment data.
- **Vocational Work Experience Coordinators and Transition Facilitators**: certified teachers with vocational licensure who assist with job development, determine student placements, complete necessary paperwork, and maintain student follow-along.
- **Vocational Trainers**: paraprofessionals with inservice training through the district and other agencies who teach and assess student work behaviors and work skills on the job.
- **Low Incidence Consultants (vision, hearing, and physical impairments)**: certified specialists who facilitate job accommodations.

• Results

Although there is not formal data on past participants of the program due to its newness, it is evident that after participating in the program many students are able to work independently, need only short term job coaching to become acclimated to the job, are able to state their vocational interests and abilities in a way that makes them better participants in long range planning, and report feeling better about themselves due to their successes in the program. Previously these same students had been fired from a number of jobs.

Through involvement with the program, special education teachers and IEP managers have come to feel confident when discussing vocational assessment and training during IEP meetings and when developing goals and objectives for transition planning.

The cost effectiveness of this approach is evident when comparing the outcomes to the lowered cost for services resulting from district sharing of work sites, vocational trainers, and transportation.

• Comments

The program has produced the guide, "Community-Based Vocational Assessment and Training: A Procedure Handbook." It provides information on the program, checklists and procedures that have been helpful, legal documents and forms specific to work, and data collection forms. Personnel from the program are also available to inservice others on an individual basis.

Appendix: Transition Resources by Minnesota Authors

The following resources and materials are available from the Minnesota Curriculum Services Center and can be obtained on a loan basis from the MCSC Library, 70 West County Road B-2, Little Canada, MN 55117-1402. Please call the Center at (612) 483-4442 or (800) 652-9024 for further information and assistance.

• **Action: A Manual to Help You Organize.** (1989). By the Minnesota Governor's Planning Council on Developmental Disabilities. A handbook designed to provide advocates with effective organizational tactics to bring about change on behalf of persons with disabilities.
MCSC Catalog #19.1500 Acc. #16167

• **Community Recreation and Persons with Disabilities.** (1988). By S.J. Schleien and M.T. Ray. This book provides both the conceptual framework and the specifics of application relative to integrated leisure lifestyles for persons with disabilities.
MCSC Catalog #19.0800 Acc. #16374

• **It's Never Too Early, It's Never Too Late.** (1988). By B. Mount and K. Zwernik. This booklet introduces personal futures planning as a person-centered process focused on the enhancement of opportunities and positive growth. Reviews the "capacity perspective" vs. "deficiency perspective" and outlines basic components of the team planning activities.
MCSC Catalog #19.1500 Acc. #16107.

• **Keymakers II: A Staff Development Program for Minnesota Technical College Educators.** (1989). By A. Grasso-Ryan. A training program to familiarize instructors within the Minnesota Technical College System with the educational and support needs of students with learning disabilities.
MCSC Catalog #19.0000 Acc. #16485

• **Minnesota Statewide Directory: Transition Services for People with Disabilities.** (1989). By PACER Center. A comprehensive handbook of the services available throughout Minnesota for people with disabilities. Presented by region, the listing includes counties served, ECSU offices, special education directors, technical college personnel, DRS field offices, adult services providers, group homes, county human service agencies, independent living centers, adapuve aids, etc.
MCSC Catalog #19.0700 Acc. #16547.

• **New Housing Options for People with Mental Retardation and Other Related Conditions: A Guidebook.** (1988). By the Minnesota Department of Human Services and ARC Minnesota. A guidebook providing information about consumer owned housing for people with developmental disabilities. Housing design and development are discussed relative to issues of inclusion and accessibility. Four case studies are presented which illustrate successful consumer housing projects.
MCSC Catalog #19.0900 Acc. #16630.

• **Opening the Doors to Independent Living.** (1988). By S. Anderson. Designed to provide guidance to people with physical disabilities in areas found to be the most difficult in the transition to community living. From Metropolitan Center for Independent Living.
MCSC Catalog #19.0700 Acc. #16610.

• **Read My Lips...It's My Choice.** (1988). By the Minnesota Governor's Planning Council on Developmental Disabilities. A resource guide developed to promote freedom of choice for people with developmental disabilities. Includes checklists and questionnaires to assist in assessing needs, planning for services, evaluating services, understanding the service system, and encouraging self advocacy.
MCSC Catalog #19.1500 Acc. #16165

• **Special Education and Vocational Education Planning Guide for Vocational Training and Placement of Students with Disabilities.** (1988). By D.R. Johnson and C. Werdin. This guide was developed for the Minnesota Department of Education to provide an information base from which administrators, teachers, parents, advocates, students and other involved individuals and agencies can make well-informed decisions concerning vocational programs and services for youth with disabilities.
MCSC Catalog #19.0000 Acc. #15732.

• **Students in Transition Using Planning.** (1988). By PACER Center. This manual outlines a training program on self-advocacy for students with disabilities and provides information on how to replicate the program. Each program includes topic outlines, addendum for specific disability areas, student activities and handouts, and supplemental information.
MCSC Catalog #19.0700 Acc. #16372.

• **Teaching the Possibilities: Home Living Resource Guide for Transition Planning.** (1990). By S. Sancilia and S. Morgan. This guide, developed for the Minnesota Department of Education, contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students with disabilities as they prepare for future living environments.
MCSC Catalog #19.0900 Acc. #16893.

• **Teaching the Possibilities: Jobs and Job Training Guide for Transition Planning (1991).** By D. Revsbeck and S. Sancilio. This guide, developed for the Minnesota Department of Education, contains resources and teaching tips to provide educators and agency staff with a framework to address the needs of students with disabilities as they prepare for employment.

• **The Heart of Community is Inclusion.** (1990). By the Minnesota Governor's Planning Council on Developmental Disabilities. The 1990 annual report examines the inclusion of people with developmental disabilities within their home communities and the knowledge and information required to support inclusion. Includes results of a consumer satisfaction survey, research conducted in Minnesota, and testimony from public hearings.
MCSC Catalog #19.0700 Acc. #16520.

• **Transition to Higher Education for Students with Disabilities.** (1990). By the State Transition Interagency Committee. A pamphlet listing the services offered to students with disabilities at all of Minnesota's institutions of higher education.

• **United Way's First Call for Help: 1989-90 Directory . (1989). By United Way of Minnesota.**
Resource directory of services in Minnesota, organized alphabetically, by subject and by agency information. Includes fees for services, funding source, eligibility, intake procedures, and services provided.
MCSC Catalog #19.0700 Acc. #16171

The following materials are published by the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Dr. SE, Minneapolis, MN 55455. Please call the Publications Office at (612) 624-4512 for further information.

• **Community Transition Interagency Committees: Yearly Summary.** (1988, 1989, 1990, 1991). By D.R. Johnson and S.J. Thompson. Annual report on the status of community transition interagency committees in Minnesota.

• **Competency-Based Training for Supported Employment Personnel.** (1990). By T. Wallace, D.R. Johnson, and R. Erickson. This comprehensive training resource manual and corresponding instructor's guide is designed for personnel involved in supported employment programs throughout Minnesota. It consists of five modules that cover guiding principles and professional behavior in supported employment, assessment and career planning, job development and job match, systematic training, ongoing monitoring and follow-up, case management and service coordination, and individual consumer needs.

• **IMPACT**: A 20-page newsletter containing in-depth articles on research, practices, philosophies, and trends in specific focus areas related to persons with developmental disabilities. Provides practical information useful to educators, service providers, families, and other professionals in a variety of fields. Available are the following topical issues related to transition:

Feature Issue on Supported Employment
Feature Issue on Integrated Leisure/Recreation
Feature Issue on Consumer Controlled Housing
Feature Issue on Family Support
Feature Issue on Transition
Feature Issue on Self-Advocacy

• **Interagency Planning for Transition in Minnesota: A Resource Guide.** (1990). By D.R. Johnson and S.J. Thompson. A comprehensive planning guide to assist Community Transition Interagency Committees in establishing, managing, and maintaining an active approach to interagency planning for the transition of youth with disabilities from school to adult life.

• **Interagency Planning for Transition: Quality Standards for Improvement.** (1990). Edited by S.J. Thompson and D.R. Johnson. This document presents a self-evaluation system and quality standards/indicators for the improvement of Community Transition Interagency Committees.

• **Minnesota Post-School Follow-Up System: Procedures Manual.** (1990). By M.F. Sinclair and D.R. Johnson. The manual contains a seven-step process, along with needed forms, to collect and report on post-school experiences of former students. System includes software.

• **Print and Media Resources for Supported Employment Personnel.** (May 1990). By T. Wallace, D.R. Johnson, and R. Erickson. A listing of books, training materials, newsletters, journals, videotapes, and other materials currently available to assist supported employment personnel. Provides information on content, source and price.

• **What's Working?** A newsletter containing brief articles on ideas, strategies and practices from agencies and programs in Minnesota. Published in two subject areas related to transition:

Transition in Minnesota
Supported Employment in Minnesota

Additional resources developed by Minnesotans.

• **Together Successfully: Creating recreational and educational programs that integrate people with and without disabilities.** (1991). By J.E. Rynders and S.J. Schleien. This handbook is filled with practical, detailed, step-by-step directions that assures the success of an integrated recreation or education program when followed carefully. The success of such programs is an important piece in the transformation of our communities into places where people of all ability levels are valued, productive, participating citizens. Available from Association for Retarded Citizens of the United States, Publications Department, P.O. Box 1047, Arlington, TX 76004.

• **Living and Learning in the Least Restrictive Environment.** (1985). By R.H. Bruininks and K. C. Lakin. This book examines a range of topics relating to the origins, implications, and substance of important social changes in the past decade that have granted citizens with disabilities a fuller share of legal equality and social participation in society. From Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, Maryland 21204.

• **Strategies for Achieving Community Integration of Developmentally Disabled Citizens.** (1985). By K.C. Lakin and R.H. Bruininks. This book identifies and describes strategies for sustaining the evolution of attitudes, programs, and professional practices that permit fuller integration and opportunity for citizens with disabilities in their own communities. From Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, Maryland 21204.

• **Tools for Transition: Preparing students with learning disabilities for postsecondary education.** (1990) By E. Aune and J. Ness. The materials in this curriculum provide students with strategies and information to achieve future goals. It challenges students to identify problems and select strategies to solve those problems. The kit includes a teacher's manual, student workbook, video taped demonstrations, and script booklets for role-play situations. From American Guidance Service, 4201 Woodland Road, Circle Pines, MN 55014-9989 • (800) 247-5053.

• **Transition from School to Work for Persons with Disabilities.** (1988). By D.E. Berkell and J.M. Brown. Key issues in the transition process are addressed, with a review of how current practices and trends affect clients, professionals, and families. From Longman, Inc. 95 Church St., White Plains, NY 10601 • (800) 337-2226.

MDE
MINNESOTA DEPARTMENT OF
EDUCATION